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YOUTHBUILD BOSTON ACADEMY

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CHARTER APPLICATION

February 15, 1994

Commonwealth of Massachusetts
Executive Office of Education

***Charter School Application
Designated Contact Person***

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

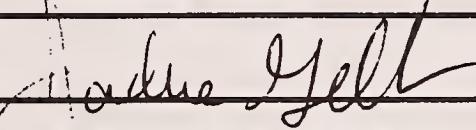
Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, Massachusetts 02108

Tel: (617) 727-1313

Please print or type:

YouthBuild Boston

Name of organization/group filing for charter school status

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Commonwealth of Massachusetts

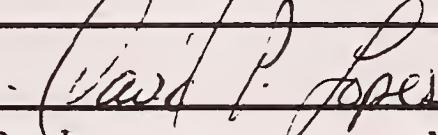
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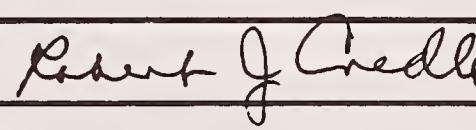
Charter School Application

I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: Jackie Gelb	Signature: 	Date: 2/15/94
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If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

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YOUTHBUILD BOSTON ACADEMY

CHARTER SCHOOL APPLICATION

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1. MISSION

"YouthBuild does more than teach you how to build a house and get an education. You learn how to rebuild yourself from the inside out... I wake up in the middle of the night and say, 'Is it morning yet?' That's how exciting YouthBuild is to me."

**Jose Rivera, YouthBuild Graduate
College Student**

YouthBuild Boston Inc. is a nationally recognized youth development organization whose mission is to provide disenfranchised young people with the academic, vocational, social and leadership skills they need to leave "life on the street," rebuild their lives, and take responsibility for themselves, their families, and the revitalization of their community.

YouthBuild Boston Inc.'s programs include:

- The YouthBuild Boston Academy
- Abandoned property development
- Transitional housing for homeless youth
- Case management and individual counseling
- Alumni services including job and college placement

The YouthBuild Boston Academy, a tuition free alternative school, is the centerpiece of YouthBuild Boston Inc. The Academy offers young people who have dropped out of school a hands-on, interactive, family-like learning environment in which to reclaim their education and prepare for a lifetime of continued learning and economic independence.

The Academy is designed for students who failed school, or for whom the school system has failed. It is founded on the belief that all young people have the capacity to learn, and that an effective academic institution must teach to the many learning styles of its varied students.

The Academy's underlying approach to education is to build on each young person's strengths, rather than focus on deficiencies, and to help students develop a track record of success in a learning environment, often for the first time.

The personal, family-like atmosphere for which YouthBuild Boston has become well-known allows young people to develop their academic self-confidence, and reconstruct a self-image damaged by the painful mislabels of "learning-disabled," "unable to learn," "slow-learner" or "failure" which have forced many of them out of the school system.

The YouthBuild Boston Academy offers a full academic program for all its students. As an integral part of its curriculum, the Academy involves students in renovating abandoned buildings as housing for homeless families. Construction becomes a tool for teaching academics, for building character, for inspiring civic pride, for instilling a work ethic and for imparting a wide range of vocational skills. The renovation that takes place on the construction site also serves as a metaphor for the rebuilding that the young people are doing in their own lives.

The school has a remarkable track record for raising academic levels and helping students obtain a high school equivalency diploma and continue on to higher education. YouthBuild Boston Academy students average a 70% retention rate, and 75% of all students who completed the one year academic program in 1993 passed the GED exam during the year, despite low standardized test scores upon entering the program. One third of last year's class went on to higher education, and that number is expected to increase this year.

The success of YouthBuild Boston Academy graduates has unleashed a tremendous sense of pride among the students, their families and the entire community. But the school's non-traditional teaching methodology has not allowed it to become a high school degree granting program within the Boston Public Schools.

YouthBuild Boston is seeking charter school designation for the Academy so that young people who never finished high school can return to a school environment tailored specifically for their needs, build their academic skills, change their lives, and graduate with a high school diploma -- an asset that will have a tremendous impact on their future success.

2. SCHOOL OBJECTIVES

"I didn't quit school. School quit on me. The teachers just gave up. But, at YouthBuild it's totally different. The teachers take time for me. And, I know they won't give up."

**Yvette Ramos, YouthBuild Graduate
College Student**

A. BROAD ACADEMIC GOALS

The primary goal of the YouthBuild Boston Academy is to ensure that its students, who are returning to high school after dropping out, experience academic success both during their time in the Academy and in future endeavors. To meet this goal, the Academy focuses on helping students accomplish 5 broad academic objectives:

1. Build academic self-confidence and a track record of academic success;
2. Systematically develop academic skills to high school level competency;
3. Gain critical thinking, problem-solving and research skills that support life-long learning;
4. Apply academic skills to real-life challenges in a work environment; and
5. Gain experience in the use of technology.

1. Building Academic Self-Confidence.

The YouthBuild Boston Academy provides a vehicle for students with significant gaps in their education to gain a second chance to move through a set of academic building blocks that enables them to gain confidence in their ability to learn.

Before entering the classroom, the Academy's orientation program, Mental Toughness Training, sets out to counteract the internalized fears, low self-esteem, self-destructive behavior and messages of failure that young people have received in school, on the streets and even at home, about their ability to learn. The curriculum includes an intensive examination of such issues as "Why Smart People Fail" and "Fear of Failure, Fear of

Success," which enables students to step back and reassess their academic abilities.

Upon entering the classroom, students are presented with a model of education that acknowledges their strengths, as well as the areas that need attention. In contrast to past experiences in which students who could not keep pace with their peers were simply overlooked, students at the YouthBuild Boston Academy are expected to support one another's learning and share their knowledge with one another. Questioning is actively encouraged, and time is taken to ensure that each student is receiving the kind of attention and support he or she needs, and that no one is left behind.

2. Systematically Developing Academic Skills.

Students enter the YouthBuild Boston Academy with wide range of academic skills, defined by standardized testing as ranging from 4th to 12th grade reading and math levels. In truth, most students have uneven academic skills even within one subject, with an incomplete foundation to their knowledge base.

The Academy provides a common core curriculum plus academic and vocational electives that combine group learning with an individualized education plan of study tailored to the needs and interests of each student.

The core curriculum is designed in building blocks that allow students to work within a given area of study until they have mastered it, with the support of other students, volunteer tutors, teaching assistants or teachers.

3. Gaining Critical Thinking, Problem-Solving and Research Skills

The YouthBuild Boston Academy is rich in opportunities to think, to question and to solve problems. Structured courses, research projects, activities on the construction site, Mental Toughness Training, and YouthBuild's leadership development program are all designed to help students develop critical thinking skills essential to a lifetime of learning and growth.

4. Applying Academic Skills to Real Life

The Academy actively seeks ways to demonstrate to students the value of academic skills, and to accelerate student learning through applied learning experiences.

At the YouthBuild Boston Academy, school is treated as a laboratory, in which the role of the educator is to create opportunities for students to experiment and experience within a protected environment. In renovating abandoned buildings, students are involved in all aspects of renovation, architectural planning, cost estimating and project management. Student governance and student management opportunities provide additional avenues for experiential learning.

At the same time, the Boston community is viewed as an extension of the school, so that learning takes place on a construction site, in a vacant lot filled with lead-based soil, in an architect's office, on a service project at a community-based organization, and through testifying in the halls of Congress.

5. Gaining Experience with Technology

It is crucial that students graduate from school with an aptitude for mastering technology and applying its use to practical problems. The Academy seeks to engage its students in the use of computers, (including educational, business and construction software) and to expose students to environmental technology, so that they are able to approach workplace technology with confidence and skill.

B. NON-ACADEMIC GOALS FOR STUDENT PERFORMANCE

The YouthBuild Boston Academy's non-academic goals are to help students:

1. Develop capacity for long-term employment and economic independence; and
2. Become leaders and role models within the community.

1. Developing capacity for long-term employment and economic independence.

A key aspect of the Academy's mission is to provide young people with the tools necessary to become economically self-reliant. These include developing marketable skills, excellent work habits, strong presentation skills and access to a network that can open doors to further opportunity.

The Academy, and the support services provided by YouthBuild Boston Inc. are tailored specifically to address this goal.

- The strong network of employers, actively involved in vocational development, and vocational ensures that the skills being taught are current, useful and appropriate for career-oriented, entry level jobs.
- The simulated work environment on the construction site, along with the "tough-love" youth development model that insists on student self-discipline, reliability and promptness promote the development of excellent work habits that will ensure the long-term success of YouthBuild graduates.
- The counseling, advocacy and referral services provided by YouthBuild Boston Inc. assist students in resolving personal obstacles that can impede their growth and their success.
- The alumni services provided to Academy graduates by YouthBuild Boston Inc., including job placement, college placement and counseling ensures access to opportunity, continuing education and guidance through the transition to work.

2. Serving as leaders and role models within the community.

At the YouthBuild Boston Academy, leadership is defined as taking responsibility for making things go right for yourself, your children and the future of your community.

Different students have varying levels of capability and interest in becoming active community leaders in the traditional sense, but all students can play a positive leadership role in the way they conduct themselves, in the example they set for the children in their

community, and in the role that they play in the workplace.

Recognizing the many types of leadership are important to a healthy community, the YouthBuild Boston Academy provides many mechanisms and vehicles for students to develop the level and scope of leadership.

C. THE YOUTHBUILD BOSTON COMMUNITY

YouthBuild Boston has developed an outstanding reputation among young people throughout the city of Boston as being an organization that truly cares about disenfranchised young people and is serious about meeting their needs.

Young people coming from the streets repeatedly emphasize the importance of the family-like atmosphere to their success within YouthBuild Boston. Many students come from home environments that have been unable to provide them with the guidance, support and structure they needed. In other cases, a supportive, healthy home environment alone was not enough to override the pull of the street.

The YouthBuild Boston Academy provides a set of values and a structure that mirror a strong, positive, healthy family atmosphere, built on four defining features of the Academy's environment:

- High Expectations
- High Content
- High Standards
- High Respect for the Intelligence of Young People

High Expectations

From the moment they walk through the door, young people receive a clear and consistent message that YouthBuild Boston expects that they will succeed academically, in a career and in life overall.

The tone at the YouthBuild Boston Academy clearly conveys the expectation that all students will not only succeed academically but continue on to higher education or further training; not only make it through the program, but maintain high attendance; not only learn carpentry, but consider entrepreneurship, engineering and construction management and other careers; not only graduate from the school, but provide leadership to help others succeed as well.

High Content

To deliver on these expectations, the Academy is committed to providing a curriculum filled with opportunities to learn, to experience, to think and to lead. The school has deliberately designed a sophisticated multi-layered academic and vocational education program that addresses the varied needs and interests of its students through a core curriculum and a wide array of electives. The Academy is rigorous in evaluating whether the information taught in classrooms and on work-sites is being absorbed, and has developed a flexible structure which allows trainees to accelerate their learning plan or obtain additional help, as needed.

High Standards

In order to attain the goals described above, it is critical that the young people at the YouthBuild Boston Academy take personal responsibility for maintaining the highest possible standards of conduct and achievement. With applicants to the school far outnumbering the schools ability to meet the demand, those who are accepted are made to understand that they are responsible for maximizing the opportunity before them.

YouthBuild Boston also holds itself and the Academy staff to high standards of follow through and consistency. All potential employees are interviewed by both staff and by students, to ensure that they understand the YouthBuild Boston philosophy, values and commitment to youth development. A staff code of conduct establishes the standards of behavior to which the staff holds itself.

High Respect for the Intelligence of Young People

The YouthBuild Boston Academy is built on the respect for the intelligence of young people, and for their insights into ways to improve the school. YouthBuild Boston's elected youth governance body, the Youth Policy Committee, meets every other week with the Program Director to make recommendations on changes in the curriculum, policies and procedures, and personnel. Trainee Departments, in which trainees help manage all aspects of the day-to-day operation of the program, provide opportunities for trainees to take initiative in proposing ways to improve the operation of YouthBuild Boston.

3. STATEMENT OF NEED

"A lot of young people want a chance. They want to be heard, but they don't know how except through guns and violence. If there were more places like YouthBuild, they'd know how to be heard."

**Victor Burgos, YouthBuild Graduate
Computer Draftsman, College Student**

The escalating crisis of violence among Boston youth who have dropped out of school has reached epidemic proportions. These young people, lacking a basic education and a high school diploma, are virtually locked out of the mainstream economic system and being pulled in ever increasing numbers, into the underground economy.

The critical link between educational attainment and economic opportunity in the Massachusetts economy is clear.

Massachusetts lost 346,000 jobs between December of 1988 and September of 1991. Labor force statistics show that the recession's deepest long-term impact is among young people in large urban areas with no high school diploma, with the most chronic unemployment among people of color without high school degrees.

In Boston, the unemployment rate for 18-20 year old Boston residents without a high school diploma is 34%, compared to 22% for high school graduates. More indicative of the problem in the neighborhoods surrounding the YouthBuild Boston Academy, however, is the astounding rate of unemployment among African-American and Hispanic 18-20 year old drop-outs at 43% and 51%, respectively.

UNEMPLOYMENT RATES 18-20 YEAR OLD BOSTON RESIDENTS	
HIGH SCHOOL GRADUATES (All)	22.1%
HIGH SCHOOL DROPOUTS (All)	34.1%
White, non-Hispanic	19.1%
Black, non-Hispanic	43.3%
Hispanic	50.9%

Source: Center for Labor Market Studies, Northeastern Univ.

Even these numbers do not fully reflect the depth of the problem. Labor force participation rates for 18-20 year olds in Boston show that only 43% of African-American and 48% of Hispanic youth without a high school diploma are documented as looking for work, and therefore counted in the unemployment rate.

The true level of unemployment among 18-20 year olds in the neighborhoods surrounding the Academy is best reflected in the employment/population ratio which shows that **only 24 of every 100 African Americans 18-20 year-olds without a high school diploma are employed, while 76% are not employed. The numbers are nearly identical for Hispanics.**

EMPLOYMENT/POPULATION RATIOS 18-20 YR OLD BOSTON RESIDENTS	
HIGH SCHOOL GRADUATES (All)	61.0%
White, non-Hispanic	66.2%
Black, non-Hispanic	46.9%
Hispanic	69.9%
HIGH SCHOOL DROPOUTS (All)	35.6%
White, non-Hispanic	55.2%
Black, non-Hispanic	24.1%
Hispanic	23.7%

Source: Center for Labor Market Studies, Northeastern University

The extraordinary level of unemployment among uneducated Boston youth, and the resulting underground economy built on drug dealing and gangs has sparked an explosion of violence within the city.

The Boston Adolescent Violence Task Force reported in September of 1989 that the homicide rate for 14-24 year olds in Boston was 44% higher than the national average of 5.2 homicides per 100,000 youth. Among Black youth, the statistics are more alarming. The report noted that the rate of homicide among the Boston's Black youth was 41 homicides per 100,000, compared to 10.2 per 100,000 among the city's white youth, and 29.9 per 100,000 Black youth nationally.

But the greatest tragedy of all is neither the high unemployment rate nor the high level of violence among youth that dropped out of school, but rather the overwhelming evidence that these young people, when offered an affirming, dynamic learning environment in which to pursue their education and rebuild their lives, will in fact be drawn in tremendous numbers to that opportunity.

The astonishing number of young people urgently seeking to enroll at the YouthBuild Boston Academy is the most dramatic evidence of the critical need for a school that truly speaks to the aspirations of Boston's disenfranchised youth.

B. WHY A CHARTER SCHOOL?

The YouthBuild Boston Academy Charter School will demonstrate the fact that, when offered an educational program with the right structure, staff, philosophy and methodology, young people who have dropped out of high school will return to the school system to complete their education, and many will go on to higher education.

At the same time, the YouthBuild Boston Academy Charter School will serve as a model for innovative vocational education, illustrating the tremendous opportunity that vocational

education can provide to inspire academic achievement among students who are drawn to a "hands-on" style of learning.

Thirdly, the YouthBuild Boston Academy Charter School will illustrate the power of employer involvement in the educational process, and the earning potential of unemployed young people who gain access to a network of opportunity and support.

Finally, the YouthBuild Academy Charter School will provide an vehicle to acknowledge the academic success of YouthBuild Boston students through the granting of a high school diploma.

4. SCHOOL DEMOGRAPHICS

"We're losing young people out here every day. When I say YouthBuild Boston saved my life and my baby's life, I'm not kidding."

**Dorothy Fleming
YouthBuild Boston Graduate
EEO Compliance Officer, College Student**

A. LOCATION OF SCHOOL

The YouthBuild Boston Academy will be located at 173A Norfolk Avenue in the Roxbury section of the city of Boston. YouthBuild Boston has secured the funds to purchase the building and is scheduled to close on the property by April of this year, with renovation of additional space to house the Academy students to be completed by the fall of 1994. (Please see section 15 "Building Options" for more detail.)

B. RATIONALE FOR SCHOOL SITE SELECTION

YouthBuild Boston's headquarters and the YouthBuild Boston Academy are located in the heart of the Roxbury section of the City of Boston.

The location was chosen because the neighborhoods surrounding the school have a particularly urgent need for meaningful, opportunities for out-of-school youth.

Over 35% of 18-24 year olds in the Greater Roxbury area lack a high school diploma, according to the 1990 census. Homicide is by far the leading cause of death among 15-24 year olds in neighborhoods immediately surrounding the Academy, where young people are three times more likely to be murdered than to die in an accident. According to a 1989 report by the Boston Adolescent Taskforce, the homicide rate for Black youth in the area was a staggering 142.6 per 100,000, 2642% higher than the national average among all youth and 376% higher than the national average among black youth.

The severity of unemployment, inadequate education, poverty and crime in the area, along with the serious need for affordable housing are the reason that the YouthBuild Boston Academy chose to locate in Roxbury.

C. CHARACTERISTICS OF STUDENT POPULATION

The profile of a YouthBuild Boston Academy student has remained consistent over the school's four year history. In the 1993-94 class, for example, over two-thirds of the young women and half of the young men are themselves parents; 57% are court-involved; nearly half receive public assistance either directly or through a family member; and at least 45% have apparent or hidden substance abuse problems.

1993-94 YOUTHBUILD BOSTON PARTICIPANT DEMOGRAPHICS				
	MEN	WOMEN	TOTAL	%
ALL STUDENTS	31	11	42	100%
Young Parent	16	9	25	59%
Court Involved	23	1	24	57%
Receive Public Assistance	10	9	19	45%
Substance Abuse History	16	3	19	45%

Source: YouthBuild Boston Participant Data Files

Most enter with a lack of confidence in their intelligence and ability to be successful, and feel they have failed at school. Many do not believe that they can really 'make it.' Most will face profound external obstacles to their success and have bad habits that consistently keep them from attaining their goals. Many will be dealing with court cases from their past, struggling to stay away from the life they are trying to leave behind, and looking for a path to a better future for themselves and their young children.

D. PLANNED ENROLLMENT

YouthBuild Boston Academy will enroll between fifty (50) and sixty (60) students during its first year of operation, with a goal of expanding to eighty (80) in year two, and to one hundred (100) in year four.

E. GRADE LEVELS

YouthBuild Boston Academy will operate as a school without grade levels. The educational program is a competency-based curriculum, with clear outcomes required in all subject areas for graduation. Individual Education Plans track the academic and vocational progress of each student.

Academy students can graduate and receive their diploma after one, two or three years, as required by their academic progress.

5. RECRUITING & MARKETING

"I personally know dozens of people who have kids, left school and want to get into YouthBuild. They don't see a way out. And they see what happened to me in YouthBuild and they want it too."

Ligelia Baez, Age 21
YouthBuild Boston Academy Student

A. ATTRACTING A SUFFICIENT POOL OF APPLICANTS

The success and appeal of the YouthBuild Boston Academy brings hundreds of applicants to the door each year. The response to recruitment efforts historically has been so overwhelming that the Academy is flooded with at least ten applicants for every available seat.

B. SPECIFIC OUTREACH

Outreach and advertising takes place through word of mouth, referrals from community organizations, flyers and posters in English, Spanish and Cape Verdean, newspaper ads, and mailings to potential students who have requested information about the school.

- The YouthBuild Community Coalition is comprised of over two dozen of the City of Boston's strongest and most effective youth outreach organizations such as Gang Peace, the Urban League's Young Father's Program, First Academy residential recovery program, and others. Many young people without a high school diploma make the first step towards reclaiming their education by becoming involved in one of these organizations. Those who exhibit strong motivation to rebuild their lives are referred to the YouthBuild Boston Academy. Those accepted into the Academy continue their involvement with YouthBuild Community Coalition groups as a key source of support.
- Flyers are be distributed by YouthBuild Boston graduates (who are knowledgeable about reaching high school dropouts) on the streets, in neighborhood stores, at Public

Housing facilities, and recreational centers.

- Special outreach to women is conducted at transitional housing programs for homeless women and children, parenting programs, welfare offices, and through street outreach in laundromats and health centers, to ensure that young women and single mothers are aware of the school.
- Newspaper ads are placed in citywide and community newspapers.

6. ADMISSIONS POLICY

A. STANDARDS AND METHODS

The YouthBuild Boston Academy has established a clear set of standards for admission, and developed a very successful methodology for screening applicants interested in attending the school.

1. Standards

YouthBuild Boston Academy focuses on serving young people ages 17- 22 from throughout the city of Boston who dropped out of school and are committed to changing their lives. The Academy is looking for students whose interests and aptitudes make them likely to most benefit from and succeed in the learning environment created at the school.

Specifically, the Academy seeks students who have dropped out of school and are:

- Motivated to return to school to gain an education, obtain marketable skills;
- Committed to rebuilding their community;
- Prepared to separate themselves from negative street activities; and
- Able to demonstrate basic literacy skills at a minimum of a 4th grade level.

2. Methods

The seven step selection process described below has been developed over the course of the Academy's four years of experience, and is designed to provide the fairest possible assessment of applicants' interest in attending the school.

STEP 1: INFORMATION SESSION

All interested persons participate in a 2 hour information session, where they are given information about the school, its philosophy, expectations, requirements.

STEP 2: APPLICATION

Candidates are then given a written application to complete and are scheduled for an interview.

STEP 3: INTERVIEW

Interviews, conducted by YouthBuild Boston's counseling staff with the assistance of graduates, focus on the candidate's motivation, demonstrated readiness to leave "life on the streets," and seriousness about undertaking the academic and physical regimen required by the Academy. It also involves a frank exploration of potential substance abuse problems, which are a major barrier to individual success. Candidate found to have active substance abuse problems are referred to appropriate treatment programs.

STEP 4: ACADEMIC TESTING

All eligible applicants are then given a reading and math exam to screen for basic literacy. Candidates unable to pass this 4th grade level testing are referred to an Adult Basic Education program and are invited to reapply after acquiring basic literacy skills. Those with marginal literacy skill are provided with special educational supports through individual tutoring.

STEP 5: ADULT SPONSORSHIP

The Academy has found that outside adult support greatly enhances students likelihood of success. Therefore, applicants are asked to identify an adult sponsor prior to enrollment, or are assisted in obtaining a sponsor through YouthBuild Community Coalition such as The Club, the Young Father's Program, Young Mother's Program.

Sponsors must meet with the counselors and sign a sponsorship agreement which outlines his or her responsibilities in supporting the student throughout the student's career at the Academy.

STEP 6: YOUTHBUILD PREP PROGRAM

The Academy has found that young people coming directly off the streets into YouthBuild spend several months overcoming their own resistance to learning, wasting precious time needed for academic study and vocational skill-building. In response, the Academy developed the YouthBuild Prep Program, a series of activities that take place over a three month period, that both test the motivation level and seriousness of the applicants, and prepare them to get the most out of their year at YouthBuild Boston.

The YouthBuild Prep program requires that applicants:

1. Write a 300 word essay on why the applicant should be accepted into the YouthBuild Boston Academy, what he or she can offer the YouthBuild community, and what he or she expects to learn while in the school. The essay is not used as an academic evaluation, but to measure the young person's willingness to commit himself or herself mentally and academically over the coming year.
2. Complete a community service project of the applicant's choosing. The Academy will help the applicant to identify a project, if necessary. The purpose of this activity is to make sure the applicant understands that YouthBuild Boston Academy expects young people to give something back to the community as well as gain an education and skills.
3. Complete the YouthBuild Challenge. The YouthBuild Challenge is series of small tasks that require the applicant to demonstrate his or her ability to follow through and take initiative to solve problems. Part 1 of the YouthBuild Challenge requires applicants to obtain a library card, register to vote, obtain a Massachusetts ID.

Several group sessions are held over the three months of the YouthBuild Prep program in which applicants discuss their community service projects and the meaning of community service, to review the experience of completing the YouthBuild Challenge, and to discuss values and expectations for personal and community respect throughout the year.

Preliminary Acceptance

After the first six steps, the Academy accepts those candidates who demonstrate the highest level of motivation and readiness to leave the streets. If there is an excess number of qualified applicants, the Academy will hold a lottery giving admissions preference to Boston residents and students who have siblings already attending the school.

STEP 7: MENTAL TOUGHNESS TRAINING

Mental Toughness Training is the final phase of the screening process. This intensive program was designed by YouthBuild Boston staff specifically to help disenfranchised youth transform their own self image from that of feeling powerless to recognizing that they hold the key to a better future. It offers them tools for dealing with adversity. And it teaches them that they have the power to shape their own lives and their own community, not only by physically providing homes for the homeless, but as mentors, leaders and role models to other young people. By all accounts, Mental Toughness Training is a life-altering experience which sets the direction and tone for the entire year, and beyond.

During Mental Toughness Training, students are expected to have perfect attendance and be on time every day for the two week orientation to the Academy. Students who are unable to comply with these standards are unable to enroll. Every student who completes Mental Toughness Training is automatically enrolled.

7. PROFILE OF FOUNDING COALITION

"The Young Fathers Program has been an affiliate of your organization for the past year now... YouthBuild has had such an immense impact on our clientele, that it has allowed me to set higher standards for members just so they can possibly be a candidate for YouthBuild's annual enrollment."

Ron L. Poindexter Jr.
Director, Urban League Young Father's Program

A. YOUTHBUILD BOSTON, INC.

YouthBuild Boston, Inc. is a non-profit youth development organization which holds 501(c)3 status under the IRS code. The organization was launched in 1990 by a coalition of over 60 community-based organizations to give disenfranchised young people an opportunity to turn their lives around through involvement in a dynamic, hands-on academic and vocational education program.

Over its four year existence, YouthBuild Boston has developed an outstanding reputation as a "state of the art" youth development organization that truly meets the underlying needs of young people looking to transform their lives.

YouthBuild Boston is recognized by national policy makers and youth development professionals across the country for its ability to help young people make life-changing and life-saving decisions about their futures. Visitors this past year have included two Clinton Administration cabinet secretaries (U.S. Housing and Urban Development Secretary Henry Cisneros and U.S. Secretary of Labor Robert Reich). Director for the Corporation for National Service, Eli Segal, visited last summer and Senator Barbara Mikulsky of Maryland toured the school this past November with Senator Kerry and Mayor Menino.

YouthBuild Boston has also captured the attention of both the national and local press, with feature stories on the front page of the New York Times, the Boston Globe and the Boston

Herald, in Newsweek, on the cover of Historic Preservation magazine, on National Public Radio, on the ABC Evening News with Peter Jennings, the NBC Nightly News with Tom Brokaw and CBS Sunday Morning with Charles Kuralt.

The YouthBuild Boston Academy is at the core of the organization's success, demonstrating that respect for the intelligence and potential of disenfranchised young people can yield tremendous results.

The YouthBuild Boston Academy Charter School will operate under the auspices of YouthBuild Boston Inc. YouthBuild Boston Inc. will provide the Academy with a variety of administrative and student support services described elsewhere in this proposal.

B. DECISION TO APPLY FOR A CHARTER

The Board of Directors of YouthBuild Boston Inc. has long been interested in developing a way for the Academy to be a formal school within the City of Boston, able to grant high school diplomas to its graduates.

While the Academy has had a strong, ongoing working relationship with the Humphrey Occupational Resource Center, the established curriculum structure and the staffing requirements of the Boston Public Schools make it impossible for YouthBuild Boston to maintain its model for success and simultaneously become a part of the Boston Public Schools.

Therefore the Board of Directors was very interested in seeking a charter from the State of Massachusetts which would enable it to carry on and strengthen its school, while serving as a model of what quality public education and vocational education can be.

Over its four year evolution, the YouthBuild Boston Academy has developed numerous very strong affiliations among training institutions, employers, youth organizations and economic development organizations, all of which have greatly strengthened its ability to successfully

serve young people.

1. Vocational Training Affiliations

Humphrey Occupational Resource Center (HORC), Boston's vocational school located in the heart of Roxbury, has worked extensively with YouthBuild Boston to craft an evening apprenticeship program for non-union construction workers. YouthBuild graduates are primary recruits for the program, which began operations last month.

Carpenter's District Council is a long-standing affiliate of YouthBuild Boston's, identifying qualified carpentry instructors for the Academy, and accepting YouthBuild graduates into its apprenticeship program.

Boston Harbor Project Training Program has a long-standing affiliation with YouthBuild Boston, recruiting YouthBuild graduates into entry-level, training positions for engineering and construction management careers. Graduates who entered the training program in 1991 and 1992 are now in permanent positions making over \$30,000/year plus benefits and tuition reimbursement.

2. Employer Affiliations

As a result of its rapidly growing reputation for graduating motivated, quick-learning, reliable entry level employees, YouthBuild Boston has attracted an extensive network of employers to its three employer taskforces.

Construction

YouthBuild Boston has an astonishing network of strong on-going relationships with many of the City's largest general contracting and engineering firms, and is formally sponsored by the Association of General Contractors, the Contractors Association of Boston, the National Association of Building Contractors and the Minority Developers Association.

Energy Conservation

The Massachusetts Energy Efficiency Council and Boston Edison spearheaded YouthBuild Boston's creation of an energy conservation vocational track, with several of the City's largest energy conservation firms actively working on the curriculum, teaching classes, providing internships and hiring graduates.

Environment

The Environmental Business Council and Clean Harbors, one of Boston's largest environmental firms, have recently formed a taskforce to help YouthBuild graduates access jobs in the environmental field.

3. Youth Organization Affiliations

Almost two years ago, YouthBuild Boston convened the YouthBuild Community Coalition, a network of many of Boston's most effective youth-serving organizations. The YouthBuild Community Coalition provides a vehicle for these groups to share resources, and complement one another's efforts.

Dozens of youth outreach programs have joined the coalition because they are convinced that the YouthBuild Boston provides the kind of effective combination of education, skill development, structure and support needed by the young people with whom they work.

Coalition groups refer candidates to the Academy, sponsor those students, provide them with ongoing support, and bring additional resources and knowledge to the entire YouthBuild student body.

A few of the groups in the YouthBuild Community Coalition are listed below.

Young Father's Program, Urban League: refers young men to the Academy and provides workshops on parenting and prevention.

Gang Peace: refers high school drop-outs seeking to leave gangs, and provides support to students needing help in extricating themselves from gang-related activities or problems.

FIRST Inc.: Boston's premiere residential substance abuse recovery program, refers its graduates to YouthBuild and provides priority services to YouthBuild students needing treatment.

City Year: refers candidates, accepts YouthBuild applicants who are overqualified for the Academy, and provides two college-level City Year corp members as tutors to the YouthBuild Boston Academy.

Aswelos House, a transitional home for homeless mothers and their children, refers young women and gives priority housing to female YouthBuild students facing homelessness.

Alianza Hispana: refers students, and provides supplemental academic services for students whose first language is Spanish.

4. Economic Development Affiliations

Dudley Street Neighborhood Initiative is a community-based planning organization that represents the residents of the neighborhood in which the YouthBuild Boston Academy is located. DSNI was a founding member of the YouthBuild Boston Coalition, and is the organization's primary housing partner in Roxbury.

Jamaica Plain Neighborhood Development Corporation will be YouthBuild Boston's housing partner in the Hyde Square/Mission Hill neighborhood of Jamaica Plain, a neighborhood into which YouthBuild Boston Inc. hopes to expand in the coming year.

C. FUTURE PLANS

1. University Articulation Agreements

Over the coming year, YouthBuild Boston will build on existing relationships with area

universities and colleges by establishing formal articulation agreements that provide scholarships to YouthBuild Academy graduates and possibly provide college credit for advanced level YouthBuild courses. YouthBuild Boston has relationships with Northeastern University, Wentworth Institute of Technology, UMass Boston, Boston University, Bunker Hill Community College, Roxbury Community College, Suffolk University, Wheelock College and the Franklin Institute.

8. TIMETABLE

YouthBuild Boston Academy is prepared to open as a charter school in September of 1994.

The schedule of activities leading to school start up is outlined below, along with the planned timetable for school operations for the year.

January - March 1994

Preparation of Charter Schools Application.

Negotiation of Final Purchase of School Building.

Designation as Charter School.

April - June 1994

Purchase of School Building at 173A Norfolk Avenue.

CEO Advisory Board Fundraising for building renovation.

Negotiation with EOE for final approval of charter.

Staff recruitment and hiring.

Curriculum development and refinement.

Preparation of student outreach and recruitment materials.

July - September 1994

Expand YouthBuild Boston facility.

Staff training and development.

Student outreach and recruitment

YouthBuild Prep program.

Student selection.

Staff Retreat.

Student enrollment.

October - December 1994

Mental Toughness Training
Student leadership retreat.
OSHA Safety Training.
Life Management Plan development.
Academic classes begin.
Vocational education classes begin.
Individual and group counseling begins.
Individual tutoring assignments.
Community service learning projects begin.
Youth Policy Committee elections/ 1st meeting.
Student Department Head assignments.
1st student evaluations.

January - March 1995

Academic classes continue.
Voc-ed classes continue.
Community service learning continues.
Blueprint reading class begins.
Vocational education elective classes begin.
Career exploration workshops.

April - June 1995

Academic classes continue.
Voc-ed classes continue.
Community service learning continues.
College prep.

July - September 1995

Leadership retreat.

Competency testing.

College prep.

Graduation.

Job placement services.

Alumni services begin.

9. EVIDENCE OF SUPPORT

"I have seen the commitment which exists on the part of the staff and the young people towards community revitalization. Those of us who are concerned about the future of urban neighborhoods recognize the difference that YouthBuild Boston could make were more resources available to reach more youth."

**State Senator Diane Wilkerson
Second Suffolk District
Chair, Committee on Housing and Urban Development**

A. COMMUNITY BACKING

Community support for the school's mission is widespread and ranges from parents who look to Academy students to be role models for their younger children, to community organizations offering resources and opportunities to students, to CEO's of the area's largest banks and real estate companies who see their support of the school as a long term investment in the future of the city.

Elected officials across the city and the state including Senator John Kerry, Senator Ted Kennedy, Mayor Menino, Congressman Joe Kennedy, State Senator Diane Wilkerson, State Representative Byron Rushing and many others are strong supporters of YouthBuild Boston, and have pledged their support in continuing the organization's success.

The breadth of community support is readily apparent in support for YouthBuild Boston from neighborhood organizations, community development organizations, the city of Boston, and the private sector.

1. Neighborhood Organizations

YouthBuild Boston Academy has developed extensive partnerships with a myriad of neighborhood organizations throughout the city.

Shelburne Community Center provides recreational facilities to students, free of charge every Tuesday evening. Students will periodically do community service projects at the Center. The Boston Family Shelter and St. Andrew's Family Shelter are two shelters with whom YouthBuild Boston has developed relationships. YouthBuild students have volunteered on community service projects with each. Concerned Black Men is an organization of African-American men in Boston confronting the epidemic of youth violence. Several YouthBuild staff members and trainees have become active in its efforts. This past year, the manager of YouthBuild Boston's alumni program was honored by the group this year for his contributions to young people in the community.

YouthBuild Boston Parents Organization is an outgrowth of the YouthBuild Alumni Program's Pop Warner football league. YouthBuild Boston graduates created the league so they could serve as coaches and mentors for 7-12 year old boys and girls from the neighborhood. Parents of the young children, in appreciation for the work of YouthBuild graduates, formed a parents association that provides a range of supports for the program.

Churches throughout the city and have recently begun to take notice of the success of YouthBuild Boston. YouthBuild graduates have developed a speakers bureau which speaks at Sunday church services. Numerous churches have offer their support in a variety of ways, including space, speakers, referrals, and funds. Such churches include **Grace Community Church, Morningstar Baptist Church, Dover Church, Twelfth Baptist Church** and others.

2. Community Development Organizations

The founding coalition of YouthBuild Boston included many housing organizations and community development corporations throughout inner city Boston who were interested in creating an alternative education path for neighborhood youth to become employed on their development projects. Today, these and other groups use their leverage with contractors to provide job opportunities to Academy graduates.

A partial list of these organizations includes Nuestra Comunidad Development Corporation, Codman Square Community Development Corporation, Lena Park Community Development Corporation, Boston Housing Partnership, Urban Edge Development Corporation, Massachusetts Housing Finance Agency, the Massachusetts Land Bank and Community Development Corporation of Boston.

3. City of Boston

The city of Boston has invested heavily in the program's infrastructure and provides operational support for YouthBuild Boston's property development services, with project funds from federal and state programs.

The Boston's Public Facilities Department (PFD) has invested \$398,000 over the past year to the development of YouthBuild Boston's transitional housing facility for homeless students which is scheduled to open in September of 1994. The facility will give priority to Academy students who lack a stable living environment. The Boston Redevelopment Authority, which donated the building, also contributed \$175,000 towards the cost of the renovation.

Next year, the city will provide approximately \$280,000 in subsidies and loans for rehabilitation projects where students will study.

4. Private Sector Support

The phenomenal success of YouthBuild Boston's first four years has inspired the program's initial investors. Several of YouthBuild's early private funders have agreed to provide the capital funds needed to expand YouthBuild Boston's school facility in anticipation of the expanded capacity the charter school will require. Already, funding for the purchase of the headquarters has been secured. And a Board of Advisors has committed to raising the funds needed for the renovation of the property. Senator John Kerry hosted the kick-off of this campaign in early February.

Many private businesses provide substantial in-kind support to the organization. The development of YouthBuild's new transitional housing facility is a recent example. A partial listing of private support for the project includes:

- \$60,633 in architectural services from Stull & Lee, the areas largest minority owned architectural firm;
- \$34,975 in pro-bono engineering services from Lemessurier Associates and Shooshanian Engineering;
- \$20,000 in construction materials from Home Depot;
- \$10,000 grant from the Clippership Foundation;
- \$5,000 in construction management services from Shawmut Design and Construction;
- \$10,000 in pro-bono legal service from the firm Corwin and Corwin; and
- \$126,650 from in labor contributed by YouthBuild Boston trainees.

State Street Bank, a strong supporter of YouthBuild Boston, recently hosted a breakfast to introduce the organization to a broader range of potential corporate sponsors.

B. LETTERS OF SUPPORT

Attached.

10. EDUCATIONAL PROGRAM

"The math teacher gives us examples pertaining to the construction site. For example, the perimeter and the area helps a lot in framing. We've got to make sure we understand it before we put up a wall, or else the wall will be crooked or fall."

Keith Sligh, YouthBuild Graduate, Carpenter, Age 21

A. DESCRIPTION OF EDUCATIONAL PROGRAM

The YouthBuild Boston Academy's educational program is designed to be a rigorous, accelerated course of learning for students with significant deficiencies in their academic skill base.

The course work is structured to enable students to develop a strong foundation in reading, writing and mathematics -- the critical building blocks for any future learning -- and then to move on to applied and higher level studies. The Academy's educational program is a competency-based curriculum, with clear outcomes required in all subject areas for graduation.

Similar to many vocational schools, Academy students alternate between a week in the classroom and a week in the field. Vocational education, like academic studies, has competency-based performance standards, with clear, measurable outcomes. Vocational electives will reinforce and broaden the student's academic skill base through opportunities for applied academic learning.

The YouthBuild Boston Academy's educational requirements for graduation include competencies in the following:

1. Mathematics
2. English
3. Science
4. Social Studies
5. Life Skills
6. Health
7. Vocational Education

1. Mathematics

Students take an hour and a half of classroom mathematics daily during their school week. The Academy's core mathematics curriculum requires students to develop a strong foundation in mathematics, including use of basic math functions, measurements, fractions, decimals, percentages, geometry and Algebra 1. Advanced students can study Algebra 2 and Trigonometry.

The Academy has developed a curriculum in which construction-related problems are posed for every math topic covered, and the curriculum is integrated onto the work site, where students are required to use their math skills in the course of renovating a building.

Advanced math students can elect to learn architectural drafting, estimating and model-building, all of which draw substantially on mathematical skills.

2. English

Students take an hour and a half of classroom English a daily during their school week. The Academy's core English curriculum requires students to develop a strong foundation in reading comprehension, writing and public speaking, including the ability to express oneself using proper grammar and an expanded vocabulary.

In addition to the basic English course work, students learn to apply their written and verbal English skills to issues of public policy.

- A course called Issues in Education asks students to combine critical thinking, research, debate and writing to explore philosophies of education, the history of public schools in Boston, current initiatives in public education (including charter schools!) and their own and their children's experiences with education. At the end of the course, students publish a book of their best writings on the subject.
- The Academy's Youth Caucus involves students in public policy discussions on youth issues through letter and speech writing, public speaking to the media and to policy makers at public hearings and meetings with officials at City Hall, the State House and in Congress.

This past year, YouthBuild students testified before the U.S. Congress, the Massachusetts State Legislature, and Boston City Council; served as panelists on mayoral and gubernatorial candidates forums; and provided tours of the YouthBuild Boston construction site to U.S. Secretary of Housing and Urban Development Henry Cisneros, U.S. Secretary of Labor Robert Reich, National Service Director Eli Segal, and Senators Kennedy and Kerry, and Senator Barbara Mikulski of Maryland.

SAT Exam Preparation

Students who have passed the GED exam and wish to attend higher education at universities that require an SAT (Student Aptitude Test) exam can choose this elective, in which YouthBuild trainees study math and english through a combination of SAT preparation computer software and the help of student tutors from Massachusetts Institute of Technology.

3. Science and Technology

The Science and Technology curriculum teaches students the skills of scientific inquiry through an interdisciplinary course of study in environmental sciences which integrates earth science, biology chemistry, and use of technology. The course is taught in the context of a student research project within the Roxbury community.

The curriculum, developed in conjunction with Tufts University Professor Pat Hynes, involves students in learning all the skills and concepts necessary to test, develop and implement a remediation plan for lead contaminated soil in yards behind YouthBuild's construction projects. The curriculum reviews the impact of lead on human and plant biology, and teaches the chemistry and earth science skills needed to analyze soil, follow scientific protocols, use soil testing devices, and analyze data from a mass spectrometer.

A vocational elective which teaches students to develop energy efficient buildings provides the opportunity to learn scientific principles of heat loss reduction, to learn applied science and math skills in energy auditing and conservation, and to use energy audit devices and computer technology for conservation purposes. (See Vocational Education)

Introduction to Computers

Students have the opportunity to learn to use WordPerfect and Lotus software through small group workshops and individual tutoring.

4. Social Studies

The Academy's core social studies curriculum is designed to help students develop a broad historic frame of reference, begin to understand their place in history, and develop a basic understanding of the institution of American government.

History

A history course, taught twice a week, focuses on the ancient and modern histories of the ancestors of students that attend the Academy. This survey course includes African history and culture, Caribbean histories and cultures, and the histories and contributions of African American, Latino and Caribbean peoples in the United States.

Government

The core social studies curriculum also includes a study of the structure of American government and how public policy is made at the City, State and Federal levels. This

curriculum is taught in conjunction with Youth Caucus activities described above.

Student Governance

The Academy's student governance and management structures complement academic course work by providing students with hands-on experience in policy-making, consensus-building, negotiating, advocacy and management.

- The Youth Policy Committee is an elected body of 8 students that meets weekly with the Academy Director to represent the students in the development of program policy, and reports back to the entire student body.
- Student Departments provide students with managerial responsibilities in the running of the construction training site, the educational program, internal communications, building maintenance, as well as finance and administration.

Community Service

Community service-learning projects provide a vehicle for students to develop civic pride and to explore issues of social responsibility and community leadership.

YouthBuild Boston trainees volunteer twice a month at various community organizations throughout the City. Volunteer projects in the past have included volunteering with the elderly, staffing an AIDS hotline and delivering food to people with AIDS; serving as aides at a day care center, volunteering at a shelter for the homeless; and mentoring adolescents confined in a Department of Youth Services facility.

5. Life Skills

Another core component of the Academy's curriculum is a Life Skills course that is required of all students. The two hour course, offered once a week, is designed specifically to address issues critical to the personal development of the students in the YouthBuild Boston Academy.

The three levels of the course are offered throughout the year and are designed to coincide with issues facing students during their stay at the Academy.

LEVEL I	LEVEL II	LEVEL III
Relationship with Self	Leadership Evaluation	Research Skills
Relationship with Family	Managing Study Time	Presenting to an Employer
Relationship with Children	Study Skills -Environment	Writing a Resume
Relationship with Peers	How People Learn	Writing a Cover Letter
Relationship with Society	Test Taking - Accuracy & Speed	Job Interview Role Play
Spirituality		Job Responsibility
		Career Planning

6. Health

The YouthBuild Boston Academy requires all students to participate in a course on pressing health issues facing Boston youth. The course is comprised of a series of workshops, conducted by speakers from throughout the community, on such topics as drug and alcohol abuse, smoking cessation, AIDS, nutrition, violence prevention, male/female relationships, self-esteem, occupational health and safety.

7. Vocational Education

OSHA Safety Training

Before beginning training on the construction site, all students participate in a week-long Occupational Safety and Health training conducted at the Academy. Primary topics during the training are: General Safety and Health Provisions; Occupational Health and Environmental Controls; Personal Protective and Lifesaving Equipment; Fire Protection and Lifesaving Equipment; Hand and Power Tools; Electrical; Scaffolding; Floors and Wall Openings; Stairways and Ladders; Materials Handling, Storage, Use and Disposal; Cranes, Derricks, Hoists, Elevators and Conveyors; Excavations.

Basic Construction Methods and Carpentry

Upon completion of OSHA training, students begin working at a highly supervised vocational education site where union journeyman carpenters guide them in all phases of a gut rehabilitation including demolition, shoring up, foundation work, rough framing, window installation, insulation, sheetrock, finish carpentry, painting, shingles and porches.

YouthBuild Boston develops Individual Education Plans (IEP) with detailed competencies for its hands-on voc-ed training. Students meet with vocational instructors every two months to evaluate their performance and measure competencies learned.

Major sections of the IEP include orientation to carpentry, operation of power tools, operation of stationary machinery, demolition, constructing foundations, floor framing, framing exterior walls, framing interior walls, framing ceilings and roofs, exterior finishes, finishing the interior, erecting staging.

Through the Academy's leadership development program and vocational electives, students take part in measuring buildings, developing schematics, project management, project accounting, site supervision, crew leadership and building security.

Introduction To Blueprint Reading

All students take an introductory blue print reading course which begins during the second quarter of the year.

Electives

YouthBuild Boston Academy offers a variety of construction-related vocational electives that provides trainees with a wider range of career opportunities.

All trainees take a vocational elective for a minimum of three hours every other week. Some electives require additional study time. Students self-select for various electives based on their interest. Some electives have academic preparatory classes as prerequisites.

a. Construction

The construction elective provides a 20 week curriculum which combines workshops, demonstrations, and written materials. The curriculum, developed by YouthBuild Boston, covers a wide range of topics including various advanced power tools, decks, stairs, ceilings, roof framing, rough plumbing, electrical, working drawings, table saws, union and non-union jobs, women in the trades and basic energy conservation. The course takes place three hours every other week, and is coordinated with work on the construction site and the math class.

b. Energy Conservation

The energy conservation elective provides an intensive course on energy auditing and installation. It includes a high concentration in math and science related to such topics as calculating areas to be insulated, calculating volumes from specifications, use of heat loss formulas, ventilation calculations and specifications, theory of conduction and convection, roof types, types of insulations and R values, heating, cooling and fuels and lighting systems. Speakers, field trips and hands-on projects augment classroom learning.

c. Architectural Drafting and CADD

The architectural drafting and CADD elective is YouthBuild Boston's most rigorous elective, requiring that trainees take a two month additional math intensive before being allowed onto to the drafting boards. Those who complete the math course are provided with the materials to build their own drafting tables, and are trained to measure and draw building plans on the boards.

The course, which meets daily for an hour during the construction week, includes freehand sketching, measuring, use of drafting equipment, basic technical drawing, introduction to architectural details, and preparation of working drawings, all of which are integrated with YouthBuild's renovation projects.

Students are given the opportunity to experience first hand the relevance of their newly gained knowledge of drafting to the worksite. Advanced students are also introduced to computer assisted design software.

Internships

The YouthBuild Boston Internship Program is designed to provide trainees with training experiences not available within the regular construction work, and is reserved for trainees who have obtained a standard of excellence on the more highly supervised YouthBuild construction site. The program serves as a transition between the YouthBuild construction site and a skilled apprenticeship position within a construction company. YouthBuild Boston successfully placed many of the trainees on internships with the participating company this past year.

A Memorandum of Agreement between the contractor and the trainee outlines specific skills to be learned, and specific individual additional arrangements for each internship.

SUPPORTIVE SERVICES

YouthBuild Boston Inc. will provide the Academy with a variety of critical supportive services necessary for the success of the students in the school. These include:

1. Counseling and case management for Academy students;
2. Transitional housing for homeless Academy students;
3. Alumni services for Academy graduates, including job placement, college placement and counseling.

1. Counseling and Case Management

YouthBuild Boston will provide the Academy with one counselor for every 14 students. Counselors meet on a bi-weekly basis with each student, and more often as needed to provide personal support and guidance, advocacy, referrals and to work with students to develop a life management plan.

A wide range of assistance and social service referrals are provided for such needs as substance abuse treatment, childcare, legal services, medical services, parenting training, individual or family psychotherapy, sexual abuse supportive services, gang intervention and housing. YouthBuild Boston's counselors have extensive contacts with local human service providers in other social service agencies.

Support Groups

Regular support groups provide opportunities for students to support one another, sometimes confront one another, and generally share experiences that assist in the personal transformation process. Men's and women's groups are especially important in addressing issues that are specific to students based on their gender.

Case Management

Critical to the success of YouthBuild Boston Academy is the weekly case management meeting between teachers, carpentry instructors and counselors. Staff gather to exchange information about individual students and to identify coordinated strategies to address problems that have manifested themselves in the classroom and/or on the construction site. The strategies developed are incorporated by all staff into their work with the student, under the coordination of the counselor.

2. Transitional Housing

YouthBuild Boston Academy has witnessed a serious crisis of homelessness and dangerous housing situations among many of its students. At the urging of students, YouthBuild Boston Inc.'s most recent construction project was the development of a low-cost dormitory for homeless young people. Homeless students attending YouthBuild Boston Academy have first priority for the dorm rooms.

3. Alumni Services

Alumni Services provided to Academy graduates by YouthBuild Boston, Inc. include job placement, college placement, and continued counseling.

Job Placement Services

YouthBuild Boston Inc. has a strong job development and placement department, and is committed to finding a well-paying, career-oriented jobs for all graduates who successfully complete the Academy's requirements for placement.

In the Academy's 1993 class, 80% of YouthBuild graduates qualified for job placement, and 100% of them were placed in jobs averaging \$10/hour.

College Placement Services

YouthBuild Boston Inc. offers all Academy graduates access to its college placement services, which provides assistance in researching colleges, applying for acceptance and financial aid, gaining access to the support services available at the college, and obtaining information about additional possible scholarships.

Alumni Counseling

YouthBuild Boston Inc. provides ongoing counseling and support services to graduates, including career and personal counseling, advocacy and referrals. All graduates are expected to meet regularly with an alumni counselor for at least one year after graduation from the Academy.

B. TEACHING METHODS

The YouthBuild Boston Academy uses a wide range of teaching methods to convey information to students. Classroom activities take a variety of interactive formats including hands-on projects, small group assignments, peer-taught activities, one-on-one tutors, computer-based learning, use of films, libraries, and other forms.

At the Academy, the school is seen as a laboratory, and the role of the teaching staff is to create opportunities for experimentation in a protected environment. This includes experimentation with performing on a job, renovating buildings, planning construction projects, speaking publicly, managing a project, and planning a microbusiness enterprise.

But teaching at the YouthBuild Boston Academy is not confined to a classroom. The Academy views the entire community as part of its school, and actively seeks ways to create applied learning opportunities in a real-world environment. Teaching takes place on a construction site, in a vacant lot filled with lead-based soil, in an architectural office, at a community service project, and in the halls of Congress.

Drawing on the principles laid out in the Carl Perkins Act which requires that vocational education programs teach "all aspects of an industry", rather than just a narrow skill, YouthBuild Boston Academy engages students in exploring all aspects of not only the housing and construction industry, but the broader field of community development.

This broad definition of the "industry," ensures that students not only have an opportunity to explore the trades, construction planning, management and entrepreneurship, but also to examine some of the historic, environmental, political and social facets of community development, and consider careers in those aspects of the industry. In fact, about 1/4 of the graduates of the 1993 class chose to pursue careers within this broader definition of community development, entering jobs as youth advocates, counselors, health advocates and pursuing higher education toward degrees in Criminal Justice, Social Work, Counseling, Community Development and Law.

This teaching strategies of tailoring the academic pace to the individual student, of designing interactive methods of learning, of viewing school as a laboratory, and treating the entire community as part of the school, are what make the YouthBuild Boston Academy a dynamic institution that has hundreds of high school drop-outs pressing to come back to school.

C. SCHOOL CALENDAR AND HOURS OF OPERATION

The YouthBuild Boston Academy operates twelve months a year. Recruitment begins in May, with new students notified of their acceptance into the school in August. Graduation takes place in September and new students enter in October. Students can graduate and receive their diploma after one, two or three years, as required by their academic progress.

The Academy is open from 8am to 8:30pm, Monday through Thursday, and 8am to 4pm on Friday. First year students attend school from 8am to 4pm. After their first year, students who did not complete the graduation requirements will either be required to attend the fulltime day program for a second year, or, more often, will be provided with day-time internship, and scheduled to attend evening Academy classes to complete the required course work for their diploma.

11. STUDENT PERFORMANCE

A. PLAN TO ASSESS STUDENT PERFORMANCE

Every component of the YouthBuild Boston Academy, including its support services, are tailored to impact on each student's overall job readiness and ability to maintain economic independence. This commitment to developing the individual student's long-term economic capacity is at the heart of the schools past success at attracting and retaining disenfranchised, out of school youth.

To ensure that graduates not only get a job, but keep a job, the Academy has developed a review system which divides performance expectations into three levels. Students must advance from Level 1 to Level 3 in order to receive a certificate of graduation from the YouthBuild Boston Academy. Each level contains academic, vocational and social/behavioral standards to be attained.

All students enter the YouthBuild Boston Academy at Level 1. When a student meets the requirements to move to Level 2, he or she is eligible to participate in the school's internship program, which usually involves students in off site training. To advance to Level 3, students must demonstrate the maturity, skills, and motivation needed to maintain employment.

Since entry level placements of YouthBuild graduates have consistently been into career-oriented jobs averaging \$10/hour plus benefits, students can see the advantages of striving to meet the performance standards set by the Academy.

In its performance standards, the YouthBuild Boston Academy continues to reward the student's successes, tailoring its support to areas that need continued growth, and continuing to hold out high expectations for overall performance.

If, after a year at the Academy, a student completes all his or her vocational and social requirements, but has not yet met the academic requirements for graduation, he or she can be

placed in a full-time, paid one-year internship and attend night courses at the Academy to complete diploma requirements.

If a student completes all his or her academic requirements but has not yet met the social/behavioral requirements for Level 3, he or she may be granted a high school diploma, but will not be eligible for job placement. YouthBuild's Alumni Program provides a vehicle for graduates to continue to work toward Level 3 social performance through community service projects, to demonstrate readiness to be placed on a job.

In keeping with the Level system, the Academy's student performance plan focuses on three areas:

- Academic
- Vocational
- Social / Behavioral

A Life Management Plan is developed by each student and his or her counselor, based on a joint assessment of the student's educational, vocational, psychosocial, legal and medical needs and goals. Barriers to achieving the goals outlined in the plan are identified, and a plan to overcome barriers is developed. This plan, revised on a regular basis, becomes the blueprint for the work done in one-on-one counseling sessions and the advocacy and referral services provided by the counselor.

An Individual Education Plan, developed by the teachers with each student, maps out the student's academic objectives every two months. Performance is assessed based on the student's attainment of competencies.

And a Worksite Evaluation measures the student's performance on the site every two months. It measures attainment of vocational competencies including assessment of work habits, performance and retention of construction concepts and vocabulary taught on the site.

B. REMEDIATION FOR UNDERPERFORMING STUDENTS

At the YouthBuild Boston Academy, there is no such thing as an academically underperforming student. The Individualized Education Plans are tailored to each student's academic level.

All students have the opportunity to receive individualized tutoring based on their personal needs. Tutoring is provided by volunteers, MIT college students, City Year interns and Academy teachers, at established times during the school day and after school. In the past, the Academy has provided tutoring for students for whom English is a second language, students with learning disabilities, students who needed assistance in a particular part of the coursework and students who wished to pursue some form of advanced studies.

YouthBuild Academy supplements its tutoring capacity with computerized self-tutoring educational programs.

"Underperforming" at the YouthBuild Boston Academy is defined as an inability to conduct oneself with self-discipline, motivation and respect for oneself and others.

Remediation for socially underperforming students is handled by counselors, in consultation with other members of the staff team. A wide range of strategies are used to help students address the emotional and social problems that may impede their development, including a contract and team interventions.

The YouthBuild Contract outlines a clear set of expectations for students. Infractions of the contract are handled by the student's counselor. A variety of consequences and incentives, built into the structure of the YouthBuild program, can be affective in certain situations to help "underperforming" students to change their behavior.

When a student is exhibiting consistently self-destructive behavior (often, but not always, related to hidden substance abuse problems), the counselor may decide to hold a team

intervention, in which Academy staff members with whom the student is closest, meet together with the counselor and the student to address the student's behavior and the likely consequences of continuing down that path. These team interventions are highly structured, supervised by a trained staff member, and offer specific avenues for help. They have been highly successful in creating the type of tough-love environment that allows these young people to transform their lives.

C. MEASURING SKILL DEVELOPMENT

Each part of the Academy's curriculum has a defined, measurable set of competencies required for graduation. Skill development is measured through the demonstrated attainment of these competencies.

A variety of techniques are used to assess competency attainment including written and oral exams, problem-solving projects, and completion of assignments specially designed to demonstrate competency.

12. SCHOOL EVALUATION

"No community investment program has ever produced more immediate interest and positive comment from this office than [YouthBuild Boston's] pioneering work in the inner city."

**Michael F. Glavin, Manager
Community Reinvestment Programs, Bank of Boston**

A. SCHOOL ASSESSMENT AND EVALUATION

The Board of Directors of YouthBuild Boston have developed a five year strategic plan for the organization, with benchmarks to measure its success in meeting both short-term and long term objectives.

Annual goals are developed by the management team, approved by the board and reviewed at the end of each year.

YouthBuild Boston is an affiliate YouthBuild USA a national association of YouthBuild programs which has established a set of program standards against which YouthBuild Boston evaluates its performance. YouthBuild Boston is represented on the Coordinating Council of YouthBuild USA's Directors Association.

The Academy's Youth Policy Committee provides ongoing assessment of the school's effectiveness in meeting the needs of students.

B. DIALOGUE WITH PARENTS AND COMMUNITY

The Academy encourages parents of students enrolled in the YouthBuild Boston Academy to have extensive contact with teachers, counselors, vocational instructors and other staff, and to be involved in decision making about their children at all levels.

The reality of the lives of the disenfranchised young people entering the Academy is that they

seldom have strong family support systems, often living alone as a result of having left dysfunctional situations, or living in shelters, on the streets, or with various friends and relatives. Many students turn to YouthBuild for the family-like atmosphere and support they have been unable to find elsewhere.

For these students, the Academy seeks to provide the strong adult involvement they need to assist them in personal development. Each student is referred to one of the dozens of the youth development programs affiliated with the Academy through the YouthBuild Community Coalition to be matched with a "sponsor" who plays a strong role in the student's life throughout his or her career at the Academy.

In addition to their involvement in student development, sponsors are a key part of decisions made concerning student discipline, learning experiences, suspensions and terminations.

13. HUMAN RESOURCE INFORMATION

A. TEACHING STAFF

The YouthBuild Boston Academy seeks out a special kind of individual to be an educator at its school.

The Academy looks for educators who:

- have a commitment to the YouthBuild Academy's philosophy of education;
- have a history of teaching young adult learners;
- have an understanding of cultural and racial diversity;
- have demonstrated skill at working with students with low academic self-confidence
- have expertise in their field of instruction;
- have a demonstrated ability to teach academic skills in an applied learning environment;
- have a commitment to developing creative, interactive teaching strategies; and
- demonstrate a high level of respect for the intelligence of the young people they will be teaching.

The YouthBuild Boston Academy has consistently found that its best teachers have not necessarily had formal credentials, but have had the kind of background and experience that enabled them to successfully teach YouthBuild students. Therefore, the Academy does not require teacher certification for its educators. YouthBuild Boston Inc. is pursuing resources to provide incentives for teachers who pursue certification while teaching at the Academy.

YouthBuild Boston Academy does an extensive search to recruit appropriate candidates to teach at the school. In the case of field instructors, the Carpenter's Union refers candidates directly to the YouthBuild Boston Academy.

Candidates are asked to submit resumes, and appropriate candidates are selected for a two-step interview process. The first step involves interviews with Academy management and reference checks. Final candidates are then referred for an interview with the Youth Policy Committee, who are trained in interviewing potential staff. This final interview provides the management with critical information about the attitudes of candidates toward young people and whether they are truly appropriate for the YouthBuild Boston Academy.

All employees complete a six month probationary period before they are offered permanent positions at YouthBuild Boston.

MANAGEMENT AND ADMINISTRATION

School management and administration staff for the Academy are currently in place.

David Lopes, Academy and Program Director

The YouthBuild Boston Academy and all related support services provided by YouthBuild Boston Inc. are managed by the Academy and Program Director, David Lopes.

David is a businessman from the Greater Roxbury community, who owned his own construction company for over 20 years, before coming to YouthBuild Boston.

David has worked at YouthBuild Boston since its inception, continuously receiving promotions. From his initial role as construction manager to Director of Housing Rehabilitation, to his current role as Academy and Program Director, David has been known for his outstanding talents as a teacher, a role model and a manager.

David is on the steering committee for the reorganization of Humphrey Occupational Resource Center at Madison Park High School. He has developed a national reputation in the field of youth development, and was flown to Los Angeles after the 1991 riot to consult with youth programs on starting a YouthBuild school there. David played a central role in the conception and development of YouthBuild Boston's Mental Toughness Training Program.

Lea Campolo, Director of Education

Director of Education, Lea Campolo, is an educator, a carpenter and a Rabbi. She has over seven years of experience teaching both academic and vocational skills to young adult learners from the Greater Roxbury community in non-traditional settings. She was a founding staff member at YouthBuild Boston, having taught previously at Homebuilders Institute. She has mentored young women carpenters, and teaches religious education courses to children and adults.

Having done poorly in math as a youngster, Lea taught herself mathematics as an adult when she decided to become a carpenter. Lea draws on her own experience as a non-traditional learner in her curriculum development work for YouthBuild Boston. She created YouthBuild Boston's innovative math curriculum, vocational education curriculum, energy conservation curriculum, and Issues in Education course. She has taught these and other courses at YouthBuild, and was instrumental in the development of the Mental Toughness Training Program.

STAFF SIZE

The targeted staff size for the first year of the Academy with 50-60 students is 3 teachers, 4 field instructors, 1 Director of Education, and 50% time of the Academy and Program Director.

During the second year of the Academy, it is estimated that the school will need an additional teacher and field coordinator for second year students who did not complete degree requirements within the first year.

During the full-time day program, the Academy will have 3 teachers for up to 30 students who are in classes, and 4 instructors for up to 30 students who are in the field. Classroom teachers will be supplemented by teaching assistants and tutors, provided by universities and by City Year.

YOUTHBUILD MATH CURRICULUM

VOLUME II

DRAFT SEPTEMBER 1992

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(Source: Lea Campolo & Cont. Algebra pg. 7-9)

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4

(Source: Cont. Algebra pg. 13)

MULTIPLYING SIGNED NUMBERS

5

(Source: Cont. Algebra pg. 15)

DIVIDING SIGNED NUMBERS SIGNED

6

(Source: Cont. Algebra pg. 17)

SIGNED NUMBERS WORD PROBLEMS

7

(Source: Cont. Algebra pg. 21)

SIGNED NUMBERS SKILLS INVENTORY

8

(Source: Cont. Algebra pg. 22-23)

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10

(Source: Cont. Algebra pg. 54-55; 200; 25-33)

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YOUTHBUILD CONSTRUCTION TRAINING CURRICULUM

VERSION B - VOLUME I

DRAFT SEPTEMBER 1992

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Chapter 3

Tools, Equipment, and Techniques

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• Ladders/Scaffolds/Jacks	3-49

Choosing Lumber

A clean, fresh, uncut board says "carpentry" like no other material. And indeed, lumber is the starting point for almost all carpentry projects. But the landslide of lumber sizes, species, and grades awaiting the uninitiated can be overwhelming at first. You may

also be surprised at how "crusty" a busy lumberyard employee can be if you have no idea what you're looking for! On the other hand, armed with an understanding of some basic terms, you can usually secure friendly help with the fine points.

Of course, if you're just building some simple garage shelves or patching a hole in the backyard fence, you can probably close your eyes and buy a couple of boards. But for anything larger, you should do a little homework first.

Lumberyard Lingo

For starters, you'll need to know how lumber is categorized by type and size. Here are some passwords:

Hardwood or softwood? Lumber is divided into hardwoods and softwoods, terms that refer to the origin of the wood: hardwoods come from deciduous trees, softwoods from conifers. The terms can be misleading. Though hardwoods are usually harder than softwoods, some softwoods—like Douglas fir and southern pine—are actually harder than so-called hardwoods such as poplar, aspen, or Philippine mahogany (lauan).

As a rule, softwoods are much less expensive, easier to tool, and more readily available than hardwoods. In fact, nearly all facets of house construction today are done with softwoods. The durable, handsomely grained hardwoods are generally reserved for fine interior paneling, flooring, and other finish work.

Lumber sizing. Lumberyards and lumber grading associations often divide softwood lumber into the five size categories outlined below. In general, softwood lengths run from 6 to 20 feet in 2-foot increments. Hardwoods typically come in standard thicknesses but random lengths; lumberyards sell whatever is available.

Strips are small pieces, less than 1 inch thick and 3 inches wide.

Boards (a standard term for lumber graded by appearance) are normally not more than 2 inches thick, and are 4 to 12 inches wide.

Dimension lumber, graded primarily for strength, is intended for structural framing. These pieces range from 2 to 4 inches thick and are

at least 2 inches wide. This category sometimes includes the larger pieces discussed below.

Beams and stringers, structural lumber 5 inches thick or more, have a width at least 2 inches greater than their thickness.

Posts and timbers are heavy construction members 5 inches by 5 inches and larger; width must not exceed thickness by more than 2 inches.

■ **How lumber is sold:** Pieces are sold either by the *lineal foot* or by the *board foot*.

The lineal foot, commonly used for small orders, considers only the length of a piece. For example, you might ask for "Twenty 2 by 4s, 8 feet long" or "160 lineal feet of 2 by 4."

The board foot is the most common unit for volume orders; lumberyards often quote prices per 1000 board feet. A piece of wood 1 inch thick by 12 inches wide by 12 inches long equals one board foot. To compute board feet, use this formula: thickness in inches × width in feet × length in feet. For example, a 1 by 6 board 10 feet long would be computed:

$$1'' \times \frac{1}{2}''(6) \times 10' = 5 \text{ board feet}$$

And a 4 by 4, 16 feet long, becomes:

$$4'' \times \frac{1}{2}''(4) \times 16' = 21\frac{1}{2} \text{ board feet}$$

Of course, you'll still need to list the exact dimensions of the lumber you need so your order can be filled correctly.

Nominal and actual sizes. The beginner's most common stumbling block is assuming that a 2 by 4 is actually 2 inches thick or 4 inches

wide. It's not. Such numbers give the *nominal size* of the lumber: its size when sliced from the log. Later, when the piece is dried and surfaced (planed), it's reduced to a smaller size. Almost all softwood lumber you'll find in the lumberyard is surfaced on four sides (designated "S4S"). One notable exception is redwood, which is also sold rough—or unsurfaced—for outdoor use. Rough wood remains close to its nominal dimensions, but actual dimensions vary depending on how "green" the piece is (see page 38).

The chart below lists standard surfaced dimensions for common lumber sizes.

STANDARD DIMENSIONS OF SURFACED LUMBER

1 by 2	3/4" by 1 1/2"
1 by 3	3/4" by 2 1/2"
1 by 4	3/4" by 3 1/2"
1 by 6	3/4" by 5 1/2"
1 by 8	3/4" by 7 1/2"
1 by 10	3/4" by 9 1/2"
1 by 12	3/4" by 11 1/2"
2 by 3	1 1/2" by 2 1/2"
2 by 4	1 1/2" by 3 1/2"
2 by 5	1 1/2" by 5 1/2"
2 by 6	1 1/2" by 7 1/2"
2 by 8	1 1/2" by 9 1/2"
2 by 10	1 1/2" by 11 1/2"
3 by 4	3 1/2" by 3 1/2"
3 by 6	3 1/2" by 5 1/2"
3 by 8	3 1/2" by 7 1/2"

Ceiling Framing

Reading/Writing Assignments

1. Read page 75. in "Basic Carpentry".
2. Read pages 4-6 in McGraw-Hill Building Construction, Unit 19 concerning ceiling framing.
3. Answer general questions on raising walls and ceiling framing.
4. Read Mass. State Building code on ceiling heights - page 547. learn the ceiling heights for various rooms and then compare them to your local, state, building code.

Projects/Demonstrations

1. Build a frame on the ground about 8' long and 8' wide. Longer if your space permits. With a bundle of furring (strapping) have students lay out pieces 16" on center, making sure that 4 x 8 sheets of drywall will end in the center of each strip. Provide students with 2 x 4's for frame, furring strips, screw guns, and screws to complete this project.

Schedule For Blueprint Reading Class

Mondays

A. Introduction To Plan Reading

- I. Why we need to know about blue prints?
- II. Understand how industry works and how blue prints fit into the construction process.
- III. How plans are used to interfere with building construction teams.

B. Personal Development In Construction

- I. Short term goals
- II. Long term goals
- III. How these goals tie in to blueprint reading.

C. Why Do You Want To Know How To Read BluePrints?

- I. Money (become a more valuable employee)
- II. Job security
- III. Personal satisfaction with career.

Tuesday

D. Different Parts Of Plans

- I. Floor plans
- II. Sections
- III. Elevations
- IV. Details
- V. Schedules

E. Types Of Plans

- I. Structural
- II. Civil
- III. Architectural
- IV. Mechanical
- V. Electrical
- VI. Landscaping

Wednesday

F. How Do We Use These Plans Through The Building Process

- I. Approval process
- II. Quality take offs
- III. Identifying scope of work for each trade
- IV. Interfacing with engineers architects and subs. (this is from a G.C. point of view.)
- V. Contract process
- VI. Site supervisor using plans as guide line for erecting the buildings.

Thursday

G. Actual utilization of blueprints on job site

- I. How to find information on plans ie: (use of index etc.)
- II. How to use and read schedules, details, elevations and sections.

ENERGY CURRICULUM SCHEDULE

Week one:

APRIL 23 All Voc.Ed. Wall framing
DAVID AND CONSTRUCTION STAFF

Week two:

APRIL 26 All Math - Reading the electric meter and figuring out the bill - LEA
APRIL 27 All Math - Calculating area from floor plans and in the field measurements - LEA
APRIL 28 All Math - Calculate areas of walls to be insulated - LEA
APRIL 29 All Math - Calculate volume from specifications - LEA

Week three:

MAY 3 All same as April 26
MAY 4 All same as April 27
MAY 5 All same as April 28
MAY 6 All same as April 29
MAY 7 All Voc. Ed.- Framing with emphasis on roof types and the kinds of spaces they create
DAVID & CONSTRUCTION STAFF

Week four:

MAY 10 Select check in time for driver's liscensing
JOICE & COUNSELLORS DEVELOP
MAY 11
MAY 12 Select Ventillation calculations - LEA
MAY 13 Select Ventillation Specifications - LEA

Week five:

MAY 17 Select Possible date for GTE trip arranged by ENERPRO
MAY 18 Select Possible date for GTE trip ?
MAY 19 All Water Conservation Science Class
MAY 20 Select Meet your Mentor breakfast arranged by BOSTON EDISON & JACKIE
Staff Curriculum meeting
MAY 21 All Types of insulation and R-values - DAVID & CONSTRUCTION STAFF

Week six:

MAY 24	Select	Scientific theory and conductive heat loss calculations - LEA
MAY 25	Select	Scientific theory and convective heat loss calculations - LEA
MAY 26	All	Water Conservation Science Class - LEA
MAY 27		

Week seven:

JUNE 1		
JUNE 2		
JUNE 3		
JUNE 4	All	Voc. Ed. Heating and Cooling Systems - COLLABORATIVE SPEAKERS arranged by ENERPRO & CSG
June/July	Select	continue internships and review for exams
	Select	certification classes - CSG & ENERPRO
AUGUST	Select	Certification Exams

Soil Testing and Remediation Curriculum

Field	Classroom
1. Establish project's purpose Field visit	DSNI Video MIT Slideshow
2. Field Reconnaissance Oral history survey Records survey Site Visit	Environmental Lead Poisoning Area (ELPA) - Map reading skills - Byron Rushing Talk Develop oral history survey Train in site survey techniques: Compass use/geometry Map sketching/scale
3. Environmental Health Concerns	Speakers on impact of lead, oil and other toxics on the body. Basic human biology class. Basic plant biology class on toxics in vegetables.
4. Soil and Environment Sciences Take soil and water samples Follow protocols Oil spill site visit/ Field test for oil	Develop sampling/plot plan Learn to understand protocols. Learn skills in: - volume and weights - density and condensation - soil composition: What is Ph? What is lead? Hands-on soil analysis.
5. Laboratory Techniques Test soil at EPA lab - soil preparation - Sample analysis: - protocols - instruments	Preparation for lab visits

- Visit Waltham County Lab
- Visit National Toxics Lab
- Water testing trip and lab

6. Develop remediation plan

IV. How Do We Accomplish This?

" MECHANICS FOR"

INTRODUCTORY ARCHITECTURAL DRAFTING PROGRAM

Section I Course Description: To introduce the basics in technical drawing and drafting through the rehabilitation of vacant and old buildings. The course will create a design build environment to involve the students in all aspects of design build from the design professional's involvements. Once a student reaches Level 2 (as described in the YouthBuild Program Directive) students will be eligible for mentorship positions.

Section II The course will take nine (9) months to complete. Students will meet with the instructor four (4) days a week, Monday thru Thursday from 8:30 A.M. to 10:00 A.M. the students will be required to attend an afternoon class Monday, Tuesday, and Thursday from 4:30 P.M. to 5:30 P.M.

Section III Class Schedule:
Basic math Skills - eight (8) weeks
Freehand sketching - one (1) week
Measuring building - five (5) weeks
Drafting equipment and its use - three (3) weeks
Basic technical drawings - three (3) weeks
Typical architectural details - three (3) weeks
Preparation of working drawings - sixteen (16) weeks
After graduation the next class will begin the architectural drafting course six (6) weeks after they enter the program. This will enable each prospective student the opportunity to successfully complete courses in Blue Print Reading, Basic Math, Reading, Writing and etc. Each new student that signs up for the architectural drafting course will be required to take an entrance exam on solving Basic Math problems with fractions and reading a tape measure correctly. The cutoff date for students entering the drafting course will be five (5) weeks after the beginning of the course. Put this sentence after "reading tape measure correctly the passing grade for the entrance exam to the drafting course will be 80%.

Section IV

Instructors: Drafting Instructor, Construction Worker/Staff Assistant.

Drafting Instructor: Will conduct all classes, exams and reviews. Coordinate with registered architect design development and working drawings. This phase of the instructor's responsibility incorporates the architect's own system of preparing design development and working drawings. This will enable each student to be part of the design review process. By using different architects on these rehabilitation products students will become acquainted with the different approaches and systems that each architect uses. Drafting instructor will coordinate the design and working drawings for landscape interior furniture for local businesses. Provide job counseling and job matching services for graduate students. (Instructor will provide all necessary drafting to complete all projects, with assistant with G.M.P. no cost overruns.)

Construction Worker/Staff Assistant:

Will assist drafting instructor in preparing lesson plans, exams. and reviews.

Will assist instructor in all classroom activities.
Staff Assistant/Construction Worker.

Will assist instructor in the coordination of design development and working drawings with registered architect.

Will assist instructor with the coordination of design and working drawings for all landscape and interior furniture. Staff Assistant/ in the installation of all landscaping and interior furniture in addition to assisting the Mill Shop instructor in the manufacturing and production of this furniture by the students.

Will assist the Mill Shop instructor in the model making services.

Section V

Conference Material Used: Drawing and model making (A manual for students of architecture and design), by Alexander Ratensky, Architectural Drawing and Light Construction by Coward Muller, Architectural Graphics standards by Ramsey and Sleeper, and graph guide to frame construction details for Builders And Designers by Ron Thallon.

Section VI

Once a student reaches Level 2 (described in YouthBuild Program directive) student will be eligible for mentorship positions. "Put in Section I after professional's involvement.

MENTAL TOUGHNESS TRAINING OUTLINE

Topics during the 10-day interactive sessions include:

- 1. Labels and Redefining Yourself;**
- 2. Why smart people fail -**
 - Part 1 The effects of racism and poverty on self-worth**
 - Part 2 Fear of success and fear of failure**
- 3. Role Models Who Have Overcome Obstacles and Achieved Success**
- 4. Accomplishing Your Goals**
- 5. The Road to Success: Roadblocks and Blockbusters**
 - Problem Solving**
 - Changing Bad Habits**
 - Dealing with Feelings**
 - Handing Peer Negativity**
 - Dealing with Stress**
- 6. Conflict Resolution**
- 7. The YouthBuild Challenge, Part 2**
- 8. What Is Leadership?**
- 9. Keys to Self-Motivation.**

LIFE MANAGEMENT PLAN

TRAINEE NAME:

Dates Reviewed: _____

Date
SolvedTarget
Date

LIFE MANAGEMENT PLAN

STATEMENT OF BARRIERS

STATEMENT OF GOAL

Index No.

Date
Identified

Signature of Trainee

Signature of Primary Counselor

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED			
Student's Signature	Intensive work	Review	Skills	Date	Score	Instructor's Signature/Comments
			Find volume cone			
			Solve two-step volume problem			
			Solve three-step volume problem			
			Solve four-step volume problem			
			Identify vertex of angle			
			Identify arc of angle			
			Identify acute angles			
			Identify right angles			
			Identify obtuse angles			
			Identify straight angles			
			Identify reflex angles			
			Measure angle with protractor			
			Use 3, 4, 5, rule			
			Find square root			
			Understand concept of percent			
			Change decimal to percent			
			Change percent to decimal			
			Change fraction to percent			
			Change percent to fraction			
			Find percent of a number			
			Finding what % of a no. is of another			
and Level II			Finding No. when % of it is given			
			Find interest for one year			
			Find interest for less than year			
			Find interest for more than year			
			Find compound interest			
			Find discount			
			Read info. on check stub			
			Understand checking account			
			Understand savings account			
			Write ratio			
			Write proportion			
			Read graphs			
			Read tables			
			Add signed numbers			
			Subtract signed numbers			

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED		
Student's Signature	Intensive work	Review	Date	Score	Instructor's Signature/Comments
		Addition of whole numbers			
		Subtraction of whole numbers			
		Find perimeter			
		Add whole feet and inches			
		Subtract whole feet and inches			
		Multiply whole numbers			
		Divide whole numbers			
		Place values			
		Estimating			
		Averaging			
		Write symbols for feet & inches			
		Measuring whole inches			
		Measuring half inches			
		Measuring fourths/inch			
		Measuring eighth/inch			
		Measuring sixteenths/inch			
		Convert measurement of length			
		Use & convert measure of weight			
		Use & convert measure of time			
		Use & convert measure of liquids			
		Understands what decimals are			
		Read decimals			
		Write decimals			
		Compare decimals			
		Add decimals			
		Subtract decimals			
		Multiply decimals			
		Divide decimals			
		Understand concept of fraction			
		Identify proper fraction			
		Identify improper fraction			
		Identify mixed no. fraction			
		Reduce fractions			
		Raise fraction to higher form			
		Change improper fract. to whole/mixed			
		Change mixed no to improper fr.			

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED			
Student's Signature	Intensive work	Review	Skills	Date	Score	Instructor's Signature/Comments
			Add fractions w/ common denom.			
			Add fractions w/ uncommon denom.			
			Can find a common denominator			
			Add common fractions			
			Subtract fraction w/uncommon denom.			
			Borrowing in sub. of fractions			
			Subtract common fractions			
			Cancel & multiply fractions			
			Multiply fractions by whole nos.			
			Multiply common fractions			
			Use of the word. "of"			
			Divide whole nos. by fractions			
			Divide fractions by whole nos.			
			Dividing mixed numbers			
			Divide common fractions			
			Change decimals to fractions			
<u>End Level I</u>			Change fractions to decimals			
			Recognize common polygons			
			Recognize common solid figures			
			Identify equilateral triangle			
			Identify scalene triangle			
			Identify isosceles triangle			
			Find angles of triangles			
			Find area of triangles			
			Find area of rectangles			
			Find area of parallelograms			
			Find area of circles			
			Find circumference of circles			
			Find diameter of circles			
			Find radius of circles			
			Solve two-step area problem			
			Solve three-step area problem			
			Solve four-step area problem			
			Find volume of rectangle			
			Find volume of cube			
			Find volume of cylinder			

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED			
Student's Signature	Intensive work	Review	Skills	Date	Score	Instructor's Signature/Comments
			PARTICIPATE IN ORIENTATION			
			TO CARPENTRY			
			Ident. career opportunities in Carpentry			
			Know basic safety practices			
			Know & use basic hand tools			
			Ident. & use measuring devices			
			Ident. different woods			
			Ident. different nails & sizes			
			Dimension of surfaced lumber			
			Ident. common lumber defects			
			Ident. & determine use of power tools			
			Nailing Techniques			
			OPERATE PORTABLE POWER TOOL			
			Oper. a portable circular saw			
			Oper. a reciprocating saw			
			Oper. electric drill			
			Ident. different drill bits			
			Oper. portable routier			
			Oper. Miter saw			
			Oper. power sander			
			Oper. screw shooter			
			Oper. portable table saw			
			Oper. saber saw			
			OPERATE STATIONARY MACHINE			
			Oper. a planer			
			" A Jointer			
			" a Bench saw			
			Perform radial saw Oper.			
			" Scroll saw			
			Perform shapes Oper.			

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED		
Student's Signature	Intensive work	Review	Skills	Date	Score
			CONSTRUCTING FOUNDATIONS		
			Laying out for foundations		
			Forms for footings		
			Placing & making keys		
			Making plywood, concrete forms		
			Assembling pre-made forms		
			Bracing concrete forms		
			Setting grades		
			Pouring concrete		
			Stripping forms		
			Placing anchor bolts		
			FLOOR FRAMING		
			Snap lines & square foundations		
			Frame sills		
			Frame girders		
			Install steel columns		
			Layout cut & Install joist		
			Framing stair & chimney openings		
			Install subfloor		
			Install firestop		
			Install joist hangers		
			" Steel Bridging		
			" Cross & Solid Bridging		
			Cutting stair stringers		
			FRAMING EXTERIOR WALLS		
			Lay-out shoes & plates		
			Laying out partitions		
			Frame window opening		
			Frame door openings		
			Frame fireplace wall opening		
			Pre-cutting studs		
			Lay-out demision for studs		

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

SKILLS NEEDED			SKILLS COMPLETED			
Student's Signature	Intensive work	Review	Skills	Date	Score	Instructor's Signature/Comments
			Sheathing exterior walls			
			Installing double plates			
			"exterior pre-hung doors			
			Install windows			
			FRAMING INTERIOR WALLS			
			Install strapping			
			Lay-out interior walls			
			Construct partition backers			
			Corners & headers.			
			Lay-out shoes & plates			
			Framing bearing partitions			
			Framing non-bearing partitions			
			Install all blocking, brac.			
			FRAMING CEILINGS & ROOFS			
			Lay-out ceiling joist & Rafters			
			Install ceiling joist			
			Frame fireplace openings			
			Lay-out common rafter pattern			
			Figure rafter lengths			
			Cutting rafters - slash/			
			Crow foot			
			Lay-out ridge			
			Install common rafters			
			Install gable studs			
			Installing sheathing on roof			
			Install fascia, rakes & soffits			
			Install drip edge			
			Apply roofing paper			
			Installing shingles			

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

(3)

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

STUDENT'S ACKNOWLEDGEMENT OF SKILLS TO BE LEARNED THIS UNIT

Skills not recorded or completed in Skills Needed column will be addressed in next Unit(s).

Great Expectations:

YouthBuild Advisory and Policy
Committees

BASIC EXPECTATIONS OF A POLICY OR ADVISORY COMMITTEE MEMBER

Here are the most important things to do:

- 1) Come to every meeting on time, and if you can't, be sure to let somebody know in advance. Your presence makes a difference to the other members. We are unfortunately not taught how much of a difference we make, and we are not taught how much the strength of a group depends on the reliability of each member. You make a difference. Things are better when you are present. When you are not there it discourages the rest of the members.
- 2) Listen respectfully to everyone's opinion about every subject. Even when you disagree with most of it, you can usually find part of what someone else is saying that you can agree with. The best decisions include the best thinking of all the members, so listen for the best parts of what other people are saying instead of just disagreeing with the worst parts.
- 3) Express your own opinions even when you're not sure of them. It's part of the thinking process. It's important that you and everyone else feel comfortable sharing your ideas, because only through sharing ideas will a group be able to reach the best possible decisions.
- 4) Be careful not to dominate the discussion with your own ideas. Often we are taught that being a leader means being the most forceful about pushing our own ideas. This is not really being a good leader. Encouraging others to speak, respecting what they say - even when they disagree with you, expressing your own ideas, and listening for ways to combine all the good ideas: this is being a good leader and member. If you are too pushy about your own ideas, no matter how good they are, other people will either stop talking, or stop liking the way you treat them, or even stop coming to meetings.
- 5) Remember that your job is to come up with decisions which benefit the entire program. As a Committee member you will start to think like the Director, like a Board of Directors, because you will have an influence on how good the program is for all its members and staff, now and in the future.
- 6) Remember that other program members will be watching to see if they have chosen the right people to represent them. Your general performance in the program will be part of the answer. Your general attendance and level of responsibility should be high, because now you represent the Policy Committee and the members want to be proud of their Committee.

7) Also remember that communicating with the rest of the program members and the staff is part of your job. Make sure that minutes of the meetings get distributed to everybody and that there is time allotted every week for you to report to the rest of the program members and ask their input on the subjects you are discussing in your own committee meetings. This way the policy committee can become the backbone of the program, holding the parts together and keeping it standing up strong.

Communication will help.

8) Keep finding ways for other members of the program to develop their leadership skills and commitment also. Adding new members to the committee as you go along is one way; forming other committees to deal with particular things is another - a social committee, a political action committee, etc.; including everyone who wants to be included in the training that is provided for the policy committee is another; having other people do public speaking when the opportunity arises; holding general meetings in which other members lead small discussion groups. You'll think of more ways. The community and the world needs all the good and caring leaders we can get. It's the job of every leader to help create other leaders. The more the better.

SOME SERIOUS MISTAKES YOU SHOULD AVOID

Here are some of the worst things we have seen happen. Please take this as a warning of what not to do, and what not to allow other members of your committee to do.

1) Sometimes Committee Members think they have special privileges and start to act like they don't have to follow the basic rules of the program because they are decision-makers. This will make everyone mad and might turn people against your committee.

2) Sometimes Committee Members, because they are involved in hiring and evaluating staff, treat staff members disrespectfully. We've even had cases of Policy Committee members cursing at staff or threatening them with remarks like, "Wait until policy committee meets." This makes individual staff extremely upset and tends to make the entire staff distrust and even disapprove of the role of the youth policy committee.

3) Sometimes individual members are so good at public speaking that they get overwhelmed with invitations to represent the program. Sometimes this takes over, and they start to forget about good attendance and performance in the basic program. Other people will resent this and eventually the person can become isolated and criticized.

4) Sometimes individuals get so pushy about their own ideas that other people no longer want them to be leaders, because they have stopped respecting the group.

5) Sometimes members get very scared because they are being so successful and they are not used to it. Success is scary. Sometimes it leads to acting out. Sometimes to pulling back. Sometimes you don't even know why you're feeling so scared. It's something about stepping out of the familiar position you've gotten used to. You're taking more risks. You're more visible. You're afraid you might not be able to keep it up. You're afraid other people might not want you to keep it up. You're afraid you might get ahead of your family or your friends and they might not like it. You're afraid you're going to fail in the end anyway. These are some of the feelings people get, sometimes consciously and sometimes unconsciously. But don't be surprised if you feel afraid and you don't understand why. This happens to most people when they start to do better than they are used to doing. It's a good idea to talk about it.

6) Sometimes members choose a chairperson who hasn't had much experience but who takes the responsibility very seriously. As chairperson he or she gets frustrated and mad at the group for not being serious enough. He or she scolds the group, or takes over for the group, or pushes his or her own opinions on the group. The result is the group doesn't work, the chairperson gets isolated and unhappy, and soon quits or gets removed. Be careful not to let this happen to any of your members. If it starts to happen, quickly talk to the director and figure out what to do. A serious chairperson is a precious and wonderful resource; he or she should be helped to do the kind of job that strengthens the committee rather than weakens it. It's not easy. Some groups have decided the thing to do is to give everyone a chance to serve as chairperson, giving everybody experience and training, and not putting too much pressure or responsibility or power on any one person for a while.

CONSTRUCTION SITE DEPARTMENT

Staff supervisor	(construction coordinator) (Tom)
Student leadership position	(site department head)

There will be site (D.H.) for each group. Under the site (D.H.) will be a TOOL CREW CHIEF and a BUILDING SECURITY CHIEF.

Students under the tool group chief and security chief (two students with each chief) will rotate every week until every student has worked on each crew.

* The site D.H. will be changed every two months or as needed.

Site (D.H.) is responsible for the following:

The D.H.

- Responsible to Construction Coordinator that the duties of Tool and Security Chief are properly accomplished, AM and PM
*[This will require a walk-thru inspection]
- Get keys from instructors in AM and return key at the end of day.
- Pass out job assignments for trainee teams after conferring with instructors.
- Make sure everyone is wearing safety equipment and boots. Report a trainees lack of equipment to an instructor.
- Call lunch at 12:pm and return to work at 12:45pm.
- Make sure all materials and/or equipment needed for the Voc-ed class are on site by end of day Thursday.

SECURITY CHIEF

- The unlocking and opening of job site in the A.M. (both front and rear entrances).
- The unlocking of toilet facilities, and that facilities are adequately supplied (i.e. toilet paper)
- The removal and placement of electrical generators to supply lights and power to van.
- End of day: Lock all entrances and toilets to secure building, return generators to van.
- Lock and secure all equipment that remains on job site.
- Responsible for site safety, resupply of light bulbs, holes properly covered, guard rails in place, etc.

TOOL CHIEF

- If necessary, load tools from YouthBuild tool room to Van for transport to job site.
- At job site: Unlock tool box and dispense needed tools to proper work area. (i.e power tools, electrical cords, etc.)
- At end of day: Make a visual tour of job site to ensure all tools are picked up.
- Once tools are gathered and inventoried; lock all tools in tool box.
- Report both A.M. and P.M duties accomplished to the D.H.

YOUTHBUILD BOSTON

PERSONNEL POLICIES

A. Statement of Purpose of YouthBuild Boston

To build a community of young people and adults committed to taking responsibility for their own lives and for improving the larger community.

B. Equal Employment Opportunity Statement

YouthBuild Boston is committed to hiring a multicultural staff and is in compliance with the principles of Title VII of the 1964 Civil Rights Act. There will be no discrimination on the basis of sex, race, age, national origin, sexual orientation, marital status, religion, or physical handicap.

C. Organizational Structure

1. Board of Directors

YouthBuild Boston is governed by a Board of Directors comprised of 25-35 individuals from a variety of backgrounds who set policy for the organization and hires and oversees the Executive Director. The Board of Directors elects an Executive Committee that meets regularly to guide and support the Executive Director. The Board of Directors has several other ongoing committees including a Personnel Committee, referred to later in this document.

2. Staff Management Team

The Management Team is comprised of the Executive Director, Program Director and Construction Manager. The Management Team works together to coordinate the day-to-day operations of the program, supervise staff and propose organizational policy to the Board of Directors.

3. Youth Policy Committee

The Youth Policy Committee is comprised of 6-8 trainees (elected by their peers), the Executive Director and one other staff member. The Youth Policy Committee advises the Executive Director and Management Team on all policy and program issues of concern to trainees, and approves all staff to be hired by the organization. In addition, it facilitates trainee input into staff evaluations and trainee involvement in publicly representing the organization.

D. Hiring Process for YouthBuild

1. The size and composition of the staff shall be recommended by the Executive Director and shall be subject to ratification by YouthBuild's Board of Directors.

Appointment of the Executive Director shall be made by the Board of Directors upon recommendation of a Search Committee.

Each employee shall receive a written statement of employment, signed by the Chairperson, in the case of the Executive Director, and by the Executive Director in the case of all other employees. To the written statement shall be attached a copy of the Personnel Policies, Staff Code of Conduct and a copy of the job description. As required by law, all employees, upon being hired must complete an Employment Eligibility Verification(form I-9). Any employee who does not complete this form cannot begin employment.

2. Applicants are pre-screened in person, on the telephone, or through a resume by the Director, or someone delegated by the Director.
3. After the initial screening, the Director, or someone delegated by the Director, will conduct full interviews of the applicants and select two or three finalist, who will be invited to the Youth Policy Committee for a final interview.
4. The person's reference are extensively checked by the Executive Director or someone designated by the Executive Director prior to being interviewed by the Youth Policy Committee.
5. Occasionally, it may be decided to ask the applicant back for additional interviews, or to ask the candidate to perform sample work to determine his/her capabilities.
6. Final hiring decisions are made by the Executive Director with the approval of the Youth Policy Committee.

E. Probationary Period

After being hired, the new staff member must pass through a six (6) month probationary period. During this time, the Executive Director, supervisor, and Youth Policy Committee will assess his/her ability to handle the job. At any time during this period, s/he may be let go at the discretion of the Executive Director, in consultation with the Management Team, without going through a formal firing process. (See p. 8 for general evaluation information.)

E. Staff Requirements

The following are basic standards of work for all staff:

1. Coming to work on time daily and calling the office and one's supervisor when one is going to be late or absent.
2. Coming to work prepared for whatever needs to be done that day.
3. Attending staff meetings as determined by one's supervisor.
4. Working the full day as determined by the employment agreement.
5. Having a detailed work plan as required by one's supervisor.
6. Compliance with the Staff Code Of Conduct.

F. Work Hours

1. Fulltime work is a minimum of thirty five (35) hours per week plus an hour for lunch & breaks.
2. Part-time work is a minimum of twenty (20) hours per week, but less than 35 hours.
3. Daily working hours will be determined by the requirements of the job. All staff will determine their work schedules with their supervisors. The office needs to be informed of all work schedules and any changes that are made.
4. Salaried professional personnel (those considered "exempt" from overtime premium requirements under state and federal Law) are expected to spend whatever time is necessary to perform their jobs effectively, but the required work week will normally be thirty five hours. When overtime is unavoidable, such personnel may be granted compensatory time off at later date approved by their supervisor.

Support /secretarial staff may work overtime only if it has been approved in advance by the supervisor.

Support staff must inform their supervisor of the number of overtime hours they plan to work, the project they are working on and the deadline established for completion of the project. If the number of hours they are actually working differs substantially from the number of overtime hours approved in advance, support staff must inform their

supervisor of the reason for the difference.

Clerical and other non-exempt personnel shall be compensated for required overtime work in accordance with applicable law.

5. When staff members are late or absent without notification, they will be docked pay for the time missed, unless there are extenuating circumstances approved by the Executive Director.

G. Time Sheets:

1. All staff must sign daily sign-in sheets & submit bi-weekly time sheets to the Executive Director prior to the release of pay checks.

2. Yearly salary cost of living adjustments will be dependent upon the availability of funds and the rate of inflation. Increases may also be given for outstanding performances, increased job responsibility.

3. Fringe Benefits Include:

- a. Unemployment Insurance (SUI)

- b. Worker's Compensation

- c. Social Security (FICA)

- d. BayState Health Insurance (Individual coverage plus 50% of family coverage.)

Health benefits are provided through a group insurance plan paid for by the organization. Personnel are entitled to individual coverage, and have the option of a 50% contribution toward family coverage as of July, 1991.

Any employee working 75% of fulltime will receive the full package of fringe benefits.

Any employee working 50-74% will receive Unemployment Insurance (SUI), Worker's Compensation, FICA, and a proportionate payment toward the health insurance benefits offered full time employees.

Any employee working less than half-time will receive SUI, Workers Compensation, and FICA.

H. Holidays

Paid Holidays are as follows:

New Year Day's (1/1st)

Martin Luther King's Birthday

President's Birthday

Memorial Day

Independence Day (7/4th)

Labor Day

Columbus Day

Veterans Day

Thanksgiving (2 days)

Day before Christmas

Christmas

* A bonus day is given at Christmas in lieu of a cash bonus.

I. Vacation

1. No vacation may be taken during the initial six months probation period. If the person does not pass the probationary period, no vacation is accrued. If s/he does pass probation, vacation is accrued retroactive to the first day of work.
2. In the first year, staff members earn two weeks paid vacation. In the second year, and third staff members earn a total of three weeks paid vacation, accrued monthly. For the 4th year and thereafter, staff earn four weeks paid vacation each year.
3. Staff members may not take vacation in advance of its being earned.
4. Vacation time must be taken within the calendar year in which it is accrued. Special arrangements can only be made with prior approval in writing of the Executive Director to carry over vacation time from one calendar year to another.
5. When funding comes from government contracts, the vacation time must be taken within the contract period, unless a special arrangement had been approved by the Executive Director.
6. Vacation time needs to be arranged at least 1 month in advance with the immediate supervisor in order to arrange for suitable coverage of work and program activities.
7. An employee may not receive cash in lieu of time off for vacation. If an employee is leaving, by request or by

his/her own decision, it is his/her responsibility to arrange to take time off for accrued vacation prior to termination. At such time, accrued sick or personal days are not owed to the employee; they are not equivalent to vacation.

8. If the employee does not take the vacation time as specified in these policies, the vacation will be forfeited.

J. Jury Duty

If you are called for jury duty, YouthBuild Boston will pay you the difference between your regular salary and the amount of any juror or witness fee you may receive.

If you serve as a juror in a court in which the new Massachusetts jury system is in effect, you will continue to receive your normal salary from YouthBuild Boston for the first three days of jury duty. If you serve more than three days, the county will then pay you a juror fee, and YouthBuild Boston will pay you the difference between the fee you receive and your regular salary. You will be expected to be at work, of course, on any work day on which your attendance in court is not required.

Should you serve on jury duty, your county Jury Commission will issue you a certificate outlining the number of days you served on jury duty and the compensation you received. Bring this certificate to the Payroll office as verification of the time you serve on jury duty.

K. Other Payments

Any honorarium received by an individual for work done in the name of YouthBuild or on YouthBuild time is to be transferred to YouthBuild. Exceptions must be agreed to in writing with the Director in advance. (Exceptions may be granted if the time is extra weekend time.)

L. Sick and Personal Days

1. There are twelve paid sick days per year, accrued at the rate of 1 a month, beginning September, 1991. Sick days cannot be taken in advance of their being earned. An employee must present a doctor's note to document absences out sick for five days or more.
2. There are three personal days per year accrued at the rate of one per four months, plus one additional personal day available for religious observance. Personal days may not be taken in the initial probation period. Days may not be

taken in advance of having earned them.

3. If it is allowable in our public contracts, staff members may carry over sick days from one year to the next, up to a maximum of 30 days, to be used if necessary in cases of catastrophic illness.
4. All employees are expected to work their full scheduled workday, unless otherwise authorized by their supervisor. In case of illness or other emergencies which will delay or prevent your reporting to work, you must notify the office by 8:15 a.m. unless prevented from doing so by an emergency, in which case you must notify the office as soon as possible thereafter.

Whenever possible, teaching staff is expected to contact other teaching staff & arrange coverage for their classes.

It is essential that you notify your supervisor of any planned absence as far in advance as possible. Absence from work for three (3) consecutive working days without notice will be considered a voluntary termination of employment.

5. Sick or personal days are not allowed to be accumulated and taken as vacation. We provide "personal" days to acknowledge that people may have a personal need to be absent which is as urgent as being ill. But it is not acceptable for employees to routinely try to use up all their sick/personal days. Adding them to a vacation to prolong a vacation is not allowed.

M. Leaves

1. A staff person may need to take a leave of absence which is longer than his/her accrued vacation and personal/ sick time for personal or health reasons. In these circumstances, upon recommendation of the supervisor and the Director, the Youth Policy Committee may grant an unpaid leave of absence on the basis of merit and length of service.
2. Due to budget limitations, YouthBuild is not generally in a position to pay for educational programs for staff, except when the training is critical to the needs of the program; however, YouthBuild will grant time off during the workday for classes or workshops related to staff training and development. Request for time off to attend educational workshops or classes must be approved by the Executive Director. Approvals will be based on the relevance of the educational training to the employee's job, and upon the impact on the program of the employee's

absence.

3. Parental Leave

a. YouthBuild Boston's parental leave policy shall apply to both situations of natural birth and adoption.

b. The maximum leave, paid or unpaid, is 12 weeks. Two weeks (10 days) of paid time off toward parental leave is offered to all permanent full-time employees.

Unused sick leave may be applied to extend a paid parental leave to the maximum of 12 weeks. Unused vacation days may be used similarly but must be approved by the Executive Director on a case by case basis.

Personal leave without pay may be requested to extend a parental leave to a maximum of 12 weeks, and are subject to the approval of the Executive Director.

c. Regular part-time employees shall be eligible for leaves in proportion to the amount of time worked.

d. In order to be eligible for parental leave, an employee is required to give at least one month written notice to YouthBuild Boston of his/her anticipated date of departure and his/her intention to return to work prior to the commencement of the leave, except when such notice is not possible because of unexpected disability.

N. Staff Evaluations

1. Each new staff member will receive a preliminary evaluation from his or her supervisor after three (3) months, and again at the end of the initial six (6) month probationary period. This will be reviewed by the Youth Policy Committee.

2. If YouthBuild Boston determines at any time that an employee will not meet the required standards of performance, employment will be terminated. Probationary employees who are terminated are not eligible for pay in lieu of notice. Upon satisfactory completion of the probationary period, an employee's length of service will be computed from the date of hire.

3. All employees will receive an annual written evaluation and consideration for salary increase by their supervisor and consideration for a salary increase during the month of September. To give the staff member maximum useful feedback, evaluations may also involve a written self-evaluation or written evaluations by trainees.

4. The Executive Director will be evaluated by the Executive Committee of the Board of Directors, with input from the staff.

O. Discipline and Performance Problems:

Since YouthBuild Boston is an organization dedicated to serving human service needs, it is essential that all employees accept personal responsibility for maintaining reasonable standards of conduct and job performance, including the observation of YouthBuild rules and policies.

Many factors are taken into consideration if it becomes necessary to discipline the employee: the nature and seriousness of the offense, the employee's past record, total impact on the program and other factors.

The purpose of disciplinary measures, short of discharge, is corrective: to encourage employees to improve their conduct or performance so they may continue their employment with YouthBuild Boston. In general, discipline is applied in progressive steps, and can include an oral warning (documented), a written warning, probation or suspension (when deemed appropriate), and termination.

The nature of the offense the the particular circumstances determine whether or not all the steps in the above sequence are followed. These corrective disciplinary measures would not apply, of course, in the event of a serious offense that in the judgement of YouthBuild Boston warrants immediate discharge, nor in other circumstances when YouthBuild Boston has determined that corrective measures would be inappropriate.

P. Termination of Employment

1. Voluntary Termination (Resignation)

A voluntary termination or resignation is a termination of employment initiated by the employee.

All full-time employees voluntarily terminating their employment with YouthBuild Boston shall give advance written notice to their respective supervisors as follows:

Professional employees--one month minimum
Clerical employees--two weeks minimum

If such notice is properly given, the employee will be paid for vacation earned in accordance with the YouthBuild Boston vacation policies. If inadequate notice is received, YouthBuild will withhold a prorated portion of accrued vacation pay unless the Executive Director has granted an

exception due to extraordinary circumstances.

2. Involuntary termination (Discharge)

An involuntary termination or discharge is a termination of employment initiated by YouthBuild Boston. Involuntary termination can occur for a variety of reasons, including but not limited to, unsatisfactory performance, violation of YouthBuild Boston rules or policies, misconduct, gross negligence, or other conduct that might impair the operations, reputation or financial well-being of YouthBuild Boston or any of its activities or organizational components, as determined by YouthBuild Boston. Involuntary terminations are effective immediately.

3. Involuntary Termination Due to Elimination of Position

Full-time employees who are terminated by YouthBuild Boston because of elimination of position (layoff) will receive four weeks notice or pay in lieu of notice up to a maximum of four weeks. Regular part-time employees who are terminated due to reduction in staff will receive two weeks notice or payment in lieu of notice up to a maximum of two weeks. Such pay will be based on the employee's normal work week and will not include additional compensation for overtime. Any accrued unused vacation pay to which an employee may be entitled will be paid in addition to pay in lieu of notice.

Employees who are terminated by YouthBuild Boston for any reasons other than a reduction in staff is not entitled to such notice or pay in lieu of notice.

TERMINATION INTERVIEW

In all terminations of employment, a final interview is held between the employee and their immediate supervisor and the Executive Director. Terminating employees should discuss the status of their benefits with the Executive Director.

Q. Problem solving/Grievance Procedure

1. Problem-solving

YouthBuild Boston makes every effort to provide a working environment in which all employees are treated with dignity and respect, and to ensure that our employees are treated fairly in all matters which bear upon their employment.

Whenever people work together, there will be differences of opinion. When differences arise, it is extremely important that they be resolved before serious problems develop. YouthBuild Boston, therefore, has developed informal problem-

solving procedures as well as formal grievance procedures.

An employee is encouraged to make it known when an employment problem arises. Informal discussions often result in solutions to employment problems more easily and quickly than do formal procedures. When a problem arises, the easiest and most efficient way of communicating is a thorough and frank discussion between the employee and the appropriate immediate supervisor. These issues should be clearly stated and understood by both parties.

In some cases, discussions with the management team may be helpful. If in doubt as to how to proceed, an employee should contact the Executive Director for assistance. Supervisors have the responsibility of acting on employment problems and advising the employee of the outcome with reasonable promptness.

2. Grievance Procedure

If the grievance is not resolved through in formal discussions, employees of YouthBuild Boston have the right to orderly presentation of grievance.

When disputes arise between an employee and management over any decision involving the discretion of management or any dispute arising under these Personnel Policies, they shall be subject to resolution only according to the procedures outlined below:

a. The employee must first discuss his/her complaint with the immediate supervisor. The employee is required to put his/her complaint in writing, setting forth the facts on which the grievance is based, the YouthBuild policy or procedure involved, and the remedy sought. The grievance must be submitted within ten working days of the occurrence.

b. The supervisor must reply, in writing, to the employee's written complaint within ten working days after receipt of the written grievance.

c. If no mutually satisfactory settlement of the complaint results from the above, a meeting will be held with the employee, the supervisor and the Executive Director no later than five working days following the referral of the complaint in writing (unless the Executive Director or supervisor is out for that period).

d. If the grievance has not been resolved satisfactorily at step c, the aggrieved employee may, in writing, request a hearing before the Personnel Committee of the Board, or, at the Executive Committee's sole discretion, before the

Executive Committee of the Board. The request must be in writing. After reviewing the matter with the Executive Director, the Personnel Committee or Executive Committee, as the case may be, may choose to hold a hearing on the matter. The decision of the Personnel Committee or Executive Committee shall be final.

R. Standards and Expectations

1. All staff members are expected to follow the Staff Code of Conduct as outlined in the attached document.
2. No employee may engage in any business or transaction, or have a financial or other private interest, either direct or indirect, which is in conflict with the effective performance of his/her job.
3. Job related expenditures can only be reimbursed if they are allowed in the budget accompanied by legal receipts. Permission to spend program funds must be obtained from the Executive Director in advance.
4. All correspondence going out to members of the community, other organizations or government agencies must be approved by the immediate supervisor. Outreach letters, fliers, or bulletins to be distributed widely must be approved by the Executive Director, or someone designated by the Executive Director.
5. Professional letters of reference concerning former staff members must be approved by a member of the Management Team.

I have received and read YouthBuild Boston's personnel policy
and staff code of conduct.

YouthBuild Boston Staff Code of Conduct

The staff of YouthBuild Boston holds itself to a high standard of professionalism. Our commitment to our staff code of conduct reflects our commitment to developing ethical and effective young leaders for our community who will take a strong role in shaping the future. If we are to inspire young people to ethical leadership, we ourselves must act as exemplary leaders and role models.

We hold ourselves to the following standards:

1. Reliability

Young people must be able to depend upon us and we on each other, to do what we say we are going to do; to keep our word; to be on time; to follow through.

2. Honesty

Young people have been lied to enough. They need to know that there are some adults who tell the truth and face the truth. We will not engage in lies, big or small. At no time should a staff member be involved in assisting young people in lying; rather it is our job to help people deal with the truth.

3. Complete absence of alcohol or drug abuse

Since these are big issue in the lives of the young people, they need role models who set a clear example. In this context, what would be considered acceptable on other jobs is not acceptable in the context of YouthBuild Boston.

Obviously, there can be no use of drugs or alcohol during the work day. In addition, staff cannot use illegal drugs in public places in the community on one's own time or be involved in any form of drug dealing. Staff cannot partake in alcohol in the presence of trainees during any program activities, including "after-hours" activities. If a staff member and trainees attend a party which is not a program activity, and in which alcohol is served, staff should not be involved in serving alcohol to any trainees under the age of 21.

4. Respect for other staff and an abiding attitude of cooperation

Staff are expected to help one another succeed, to support one another, to share resources, to work out conflicts in a respectful way, to help iron out problems and generally to try to make the entire group work better.

Adults becoming competitive with each other, or condoning

the competition between different parts of the program is a destructive influence. Malicious remarks, verbal abuse, vicious rumor-passing, ostracism and other acts of hostility from one staff member to another are not acceptable and never justified.

Staff must particularly refrain from expressing disapproval of other staff members or other parts of the program in the presence of young people. Young people will automatically share the dislikes of their mentors. Adults therefore do not have the liberty of casual expressions or frustration or hostility, personal dislikes or any comments which will influence young people against other staff members or other parts of the program.

5. Respect for the intelligence and beauty of the young people in the program.

The intelligence and potential of young people, and particularly young people of color, are continually denied by our society as a whole. YouthBuild Boston is committed to putting out a consistently positive message about the intelligence and beauty of our trainees.

In practice, many of the young people in our program have developed negative habits and behaviors which can be extremely trying on staff over a period of time. Despite this, or maybe because of it, staff are expected to conduct themselves as role models in their response to trainee negativity, refraining from belittling comments, sarcasm, put-downs, publicly comparing the different groups in the program, or casual comments of frustration about the young people.

6. Absence of discrimination or expressions of prejudice against any group.

Staff members are expected to rid themselves of prejudicial attitudes, and in the meantime not express attitudes that are racist, sexist, classist, homophobic, or prejudiced against any group of people.

7. Absence of efforts to use YouthBuild Boston as a recruiting ground for religious or political groups to which staff members have their own allegiances.

Young people are open to ideas and especially open to the ideas of adults they trust. We have an obligation to present them with a variety of points of view, and not to recruit them for our own particular point of view.

8. Respect for our physical environment

There is a trend toward deterioration of our community's physical existence. We need to resist this trend, and hold a steady

direction toward beauty, cleanliness and the improvement of our work environment and the community as a whole.

9. A complete absence of corruption

Corruption includes stealing as its most common form, but it also includes any action which is designed to use the resources of the program for one's own personal or selfish purposes.

Corruption can be big or small, and it is unacceptable in any form. This includes false receipts, false time sheets, use of telephone for personal long distance calls or for another organization, forging checks for any reason, taking of office supplies for non-program use, avoiding payment of traffic tickets incurred in a program vehicle, trying to use funding sources for personal advantage, etc.

In some circumstances, corruption or creating a system of lies to protect oneself from the consequences of corruption will be grounds for firing. In some circumstances, criminal charges will be pressed by the organization.

In some circumstances, corruption in one's private life may be grounds for dismissal.

10. Professional respect and restraint regarding romance with trainees

Program staff may not become romantically or sexually involved with young people in the program. Any relationship tending in that direction must be curtailed. Staff should also avoid giving the appearance of romantic involvement. Making a pass, making comments with sexual innuendo, flirting or being provocative are unacceptable and can be grounds of dismissal if a pattern of behavior is exhibited. Of course, sexual involvement with a program participant is grounds for dismissal.

11. Separation of personal and professional relationships

Occasionally staff members may become romantically involved with one another. Staff in this situation are expected to ensure that the romance does not affect their work on the job and that conflicts resulting from that romance are not brought into YouthBuild Boston.

12. Respect for the policies and practices of the organization, for one's supervisor and for the administration

Although we prefer to operate by mutual decision and agreement rather than commands or directives, there are times when supervisor and directors will need to give direct instructions. Staff are expected to comply with these decisions, and refusal to do so will

be considered insubordination.

13. Mutual accountability

None of us works alone, although most of us have a lot of freedom to make our own judgements, and take our own initiative. We are accountable to the young people, to the community, to the parents, to our funders, to the administration of the program and to each other. We all bear responsibility for the well-being of the whole organization and are expected to contribute to it, both by supporting all the good efforts and by opposing things which are wrong.

Staff members who are aware of actions which violate our code of conduct are expected to make an effort to stop them. They should be brought to the attention of the person involved, and if that doesn't work, to the attention of the management.

EXHIBIT 2 F 1: EVIDENCE OF NONPROFIT STATUS.

A copy of IRS letter certifying YouthBuild Boston as a tax exempt corporation as defined under Section 501(c)3 of the IRS Code is attached.

Classroom teachers will teach an average of 17 hours/week, using the remaining time for prep work, grading, individual tutoring, meetings, and curriculum development.

B. EVALUATION OF TEACHERS AND ADMINISTRATORS

All staff at YouthBuild Boston Inc. are evaluated at the end of their six month probationary period, and then annually at the end of each school year. Evaluations are conducted by immediate supervisors.

Student concerns about staff performance are raised through the Youth Policy Committee, and handled by management as appropriate.

C. OTHER EMPLOYMENT INFORMATION

Salary Ranges

Teachers and Instructors:	\$25,000 to \$30,000
Director of Education:	\$30,000 to \$35,000
Academy and Program Director:	\$40,000 to \$55,000

A minimum of 2% and up to 5% raises are provided annually, based on merit.

A copy of the Personnel Policy is attached. Benefits include health insurance (75% employer contribution), dental, short-term disability, life insurance. Grievance procedures, and hiring and dismissal policies are described in the Personnel Policy.

A Staff Code of Conduct, developed by YouthBuild Boston staff in 1991, establishes the standards of behavior to which the staff holds itself. (Attached).

14. SCHOOL GOVERNANCE

A. INTERNAL MANAGEMENT

YouthBuild Boston In., the fiscal sponsor of the YouthBuild Boston Academy, has highly skilled team of professional managers. The senior management team is comprised of:

Jackie Gelb, Executive Director, is the founder of YouthBuild Boston, and has a Masters Degree in community development which includes training in housing development finance and non-profit financial management. She has a bachelor's degree in economics and has overseen YouthBuild Boston's development over the past 4 years.

Andre Burr, Director of Finance and Administration, came to YouthBuild Boston after working Finance Director at a national grassroots environmental organization with a \$5 million annual budget. His experience includes five years as an accountant at a CPA firm specializing in non-profits.

Gary Daffin, Director of Development, has six years of experience in the management of public funds. Before coming to YouthBuild Boston , he was a Senior Planner at the Massachusetts Department of Employment and Training.

David Lopes, Academy and Program Director, has been with YouthBuild Boston since its inception in 1990, and has over 25 years experience in developing affordable housing. David owned and ran a general contracting firm prior to joining the YouthBuild Boston staff.

B. BOARD OF TRUSTEES

YouthBuild Boston Inc. has a strong, active, racially diverse Board of Directors, comprised of community residents, business professionals, educators, property development specialists, human service professionals and three Academy graduates. The YouthBuild Boston Academy will governed by the Board of Directors of YouthBuild Boston Inc.. The Board of Directors is responsible for recruiting new members to the Board, based on the needs of the

organization. The Board has recently begun to recruit additional Board members who would strengthen the Education Committee, in anticipation of becoming charter school.

C. ROLES AND RESPONSIBILITIES OF BOARD

The Board of Directors is responsible for fiscal oversight, long-range planning, monitoring program quality, and resource development for all aspects of the organization.

The Board of Directors recently created a Board of Advisors, comprised of top-level corporate executives, including the presidents and CEO's of major banks and real estate development firms in the Boston area. The role of the Board of Advisors is to help YouthBuild Boston Inc. establish strong business and corporate relationships throughout the city, and to raise the funds necessary to complete renovation of the organization's school site.

Committees of the Board serve as vehicles for bringing resources, skills and knowledge to specific areas. Committees can include both Board and non-Board members, and are chaired by Board members. Standing committees of the Board are described below.

Executive Committee, comprised of the board officers and the chairpeople of all standing committees, carries out the work of the board between board meetings, drafts proposals for board consideration, provides ongoing guidance to the Executive Director, conducts the annual review of the Executive Director, and nominates new Board members to the Board of Directors.

Education Committee oversees the development of charter school, including the monitoring of overall academic quality and curriculum development. The committee also plays an important role in helping the Academy access support from colleges and universities in the area, including the development of articulation agreements.

Finance Committee plays an active role in reviewing monthly financial statements, reviewing and recommending the annual budget to the Board of Directors, monitoring fiscal systems of

the organization, and providing the Board with needed information to ensure financial accountability. The committee also hires the organization's Director of Finance and oversees the audit process.

Development Committee oversees the fundraising, marketing, public relations and cultivation work of YouthBuild Boston, and plays a central role in running the Friends of YouthBuild Campaign, designed to diversify the organization's funding base and involve a larger number of individuals, churches and synagogues and corporations in supporting YouthBuild Boston.

Property Development Committee provides expertise, pro-bono services and oversight on all aspects of the project including selection of projects, ownership structure, building use, architectural plans, budgets, development, and property management, and works to create access to funds, in-kind services and political contacts which can help with the development of properties.

Job Placement Committee, YouthBuild Boston's main employer taskforce, focuses on accessing jobs in the construction and property management fields. Represented on this taskforce are the Association of General Contractors, the Association of Building Contractors, the Contractors Association of Boston and the National Association of Contractors. In addition, a representative from the City of Boston's Capital Planning Department (which oversees the renovation of libraries, schools, police buildings and other public properties), the Director of Facilities Operations for one of the areas largest hospitals, and the community's largest property management firm sit on the taskforce.

D. RELATIONSHIP OF BOARD TO STAFF AND STUDENTS

YouthBuild Boston's Board of Directors meets regularly with senior management, and is actively involved with Academy staff in the development of curricula, acquisition of resources, in obtaining support for the school from business community, local government, and by building linkages with higher education institutions and other agencies throughout the city. Board members conduct workshops and discussion groups with students on a wide

range of topics including preparation of income tax returns, career exploration, personal development, and others.

E. PARENTAL AND STUDENT INVOLVEMENT IN DECISION MAKING

As described earlier, many of the parents of YouthBuild Boston students are not that actively involved with their children's lives at this point in their development. However, many of the members of the Board and many of the Academy's staff are parents living in the Greater Roxbury community.

The students have a great deal of involvement in the decision making of the organization.

As mentioned earlier:

- three YouthBuild graduates sit on the Board of Directors; and
- eight YouthBuild Academy students serve on the Youth Policy Committee, which meets weekly with the Executive Director and Academy/Program Director to represent the concerns of the students, discuss any needed changes in the YouthBuild program, to interview all final candidates for employment, and provide valuable feedback to senior management

F. COMMUNITY INVOLVEMENT

The community is very actively involved in many aspects of YouthBuild Boston, Inc., participant on board committees, serving as student speakers on a wide range of topics, mentoring students, linking students to community service projects, identifying construction projects, helping to access job placement opportunities and mobilizing a wide range of resources on behalf of the organization.

15. BUILDING OPTIONS

YouthBuild Boston currently leases space for its headquarters at 173A Norfolk Ave in Roxbury. The building has 4000 square feet of fully renovated space, which was built out by a crew of YouthBuild graduates in 1992. YouthBuild Boston has a purchase and sale agreement to buy the property, and expects to close on the building by April, 1994.

In total, the facility contains 13,000 square feet of space, including a full millworking shop located on the first floor that will be purchased along with the building. Renovation of an additional 4,000 square feet will be completed in the summer of 1994, in time for the start of the school year in September.

The newly expanded school facility will include 4 classrooms, a tutoring room, library, college resource center, job development center, computer lab, 6 counseling rooms, a teachers' office and a vocational training center that includes an architectural drafting workshop and millworking shop. The remaining space will be used for administrative offices and for storage of tools, equipment, materials and vans, with additional rental space.

The school building is easily accessible by public transportation, and is directly across the street from a large city park with a large open field, two baseball diamonds, a basketball court, and a tennis court. The park is well lit in the evenings. Both YouthBuild students and children participating in YouthBuild's Pop Warner after-school football and tutoring programs regularly make use of the park.

School Building Financing

YouthBuild Boston launched a capital campaign in 1993 to raise the \$375,000 necessary to purchase and renovate the school building at 173A Norfolk Avenue. To date, \$162,500 of the \$175,000 of the purchase price has been committed by private foundations, with the remaining \$12,500 secured through an interest free loan from the Massachusetts Housing Finance Agency.

YouthBuild Boston has assembled a Board of Advisors, comprised of many of Boston's leading banking and real estate executives, which is committed to raising the \$200,000 required to complete renovations on the building in time for school opening in September. Senator John Kerry hosted the kick-off event for this campaign earlier this year.

LETTERS OF SUPPORT

Letter of support for the YouthBuild Boston Academy begin on the next page.

he Commonwealth of Massachusetts

ouse of Representatives

YRON RUSHING

air, The Committee on Public Service
ce Chair, House Committee on Redistricting

ate House — Room 39
oston, MA 02133-1053
(7) 722-2240

February 14, 1994

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pple Place
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wer Roxbury
udential
Borolph
uth End

Secretary Piedad Robertson
Executive Office of Education
One Ashburton Place
Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing to express my strong support for YouthBuild Boston's application to be designated as a charter school under the recently enacted Education Reform Act of 1993.

As you know, YouthBuild Boston's mission is to provide unemployed, high school dropouts with the academic and vocational education they need to build better lives for themselves and their families. For the past four years, YouthBuild has successfully prepared graduates for the world of work, helping them to attain their GED and developing their skills to a level that allows them to earn a livable wage.

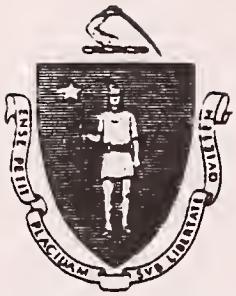
With designation as a charter school, students will graduate from YouthBuild not only with the education and training they so desperately need, but also with a high school diploma -- an asset that will help them achieve their highest potential.

I know you and I agree that so many of our disenfranchised young people, caught in the dangerous world of life on the streets, would truly rather work than hang out; would rather get an education than do drugs; would rather help each other than harm each other; and would rather rebuild their community than destroy it.

Each time I have met with YouthBuild students I have been impressed with their seriousness and energy. YouthBuild Boston has proven its ability to help young people change their lives, by offering them something many have never had -- opportunity.

Yours truly,

BYRON RUSHING



COMMONWEALTH OF MASSACHUSETTS
MASSACHUSETTS SENATE
STATE HOUSE, BOSTON 02133-1053

SENATOR DIANNE WILKERSON

SECOND SUFFOLK DISTRICT
ROOM 506

OFFICE TEL.: (617) 722-1673
FAX: (617) 722-1007

COMMITTEES:

HOUSING AND URBAN
DEVELOPMENT
(CHAIR)
BANKS AND BANKING
HUMAN SERVICES AND
ELDERLY AFFAIRS
PUBLIC SAFETY

December 17, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk St.
Roxbury, Ma. 02119

Dear Ms. Gelb,

I am pleased to support the expansion of YouthBuild Boston to serve more of Boston's unemployed young people. As the State Senator from the Second Suffolk District in which your program headquarters are located, I know how important the education, training, and leadership development program offered by YouthBuild is to the community. Having visited your office and renovation site and having met with the young people in the YouthBuild program, I have seen the commitment which exists on the part of the staff and the young people towards community revitalization.

From all that I have seen and heard, YouthBuild has developed a remarkable reputation nationally as well as in Boston as a program which helps direct disenfranchised young people towards making positive changes in their lives. Those of us who are concerned about the future of urban neighborhoods recognize the difference that YouthBuild Boston could make were more resources available to reach more youth.

Please keep me informed regarding the progress of your expansion plans, and let me know how I may be of assistance.

Keep up the good work!

Sincerely,

Dianne Wilkerson
Dianne Wilkerson
State Senator
Second Suffolk District

REC'D DEC 2 2 REC'D

President

oan Wallace-Benjamin, Ph.D.

Chairman

Samuel J. Gerson

Chairman & CEO

Filene's Basement, Inc.

Vice Chairman

Richard L. Taylor

Vice President

Blue Cross/Blue Shield

Members

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Pamela D. Everhart, Esq., CPA

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Herbert L. Tyson

Liz Walker

Urban League Guild

Lillian Seay

President

President Emeritus

Honorable Joyce

London Alexander

THIS AGENCY IS
SUPPORTED BY



United Way
Of Massachusetts Bay



17 August 93

Modeira Jahi

Program Director

Youth Build

173 Norfolk ave.
Boston, ma. 02119

Dear Brother Modeira,

The Urban League of Eastern Ma.'s Young Fathers Program as you are aware, has been an affiliate of your organization for the past year now. During this time the Youth Build organization has provided educational/ occupational opportunities to three of our current young fathers. One father in particular has developed considerably, because of Youth Build he successfully completed his GED, learned the trade of construction, and landed a well paying job. All of above was accomplished by this young father, within 6 months. The Young Fathers Program intends to graduate this MAN from our program with high honors.

This is only a fraction of what Youth Build has done for our program. Because of your job skill training, GED program, self esteem building, employment connections, etc., Youth Build had such an immense impact on our clientel, that it has allowed me to set higher standards for members just so they can possibly be a candidate for Youth Build annual enrollment.

On behalf of the Young Fathers Program, I will like to give my gratitude and thanks to you, Harry Wilson (my mentor), Mr. Lopes, and the rest of your staff who I believe, are truly DOWN with the CAUSE.

*This letter of appreciation is not only for the services Youth Build have provided for our Young Fathers, but for the dedication your program has demonstrated, and the achievements Youth Build have made possible for our Black and Latino males and females.

Truely your brother,

Ron L. Poindexter Jr.
Director, Young Fathers Program

PEACE!

cc: Harry Wilson III, Program Director.

88 Warren Street
Roxbury, Massachusetts 02119
(617)442-4519



BANK OF BOSTON

Ms. Jackie Gelb, Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, Massachusetts 02119

Dear Ms. Gelb:

Thank you for the opportunity to review your proposal for the financing of the redevelopment of 449 Dudley Street, 9-11 Bradshaw Street, and 9 Walden Street as subject properties under the YouthBuild Boston initiative. After visiting with you at the YouthBuild center and touring the site of your current field activity I can truly state that no community investment program activity has ever produced more immediate interest or positive comment from this office than your pioneering effort in the inner city.

Bank of Boston is extremely interested in forging a working partnership with your organization that would provide you with a comprehensive banking relationship for all of your banking needs. As you know, your operations lie within our First Community Bank territory. First Community Bank, our "bank within a bank" specifically created to meet the needs of inner city neighborhoods, strongly mirrors in purpose the neighborhood re-investment and resident empowerment goals of your organization. Working in conjunction with our First Community Bank personnel, we propose to provide you with services ranging from traditional banking accounts to interim working capital loans to construction financing of your real estate projects. Additionally, we are prepared to provide mortgage end loan financing to the client purchasers of the residential properties rehabilitated under your program.

With regard to the construction financing for the three properties that you have identified, we are willing to move forward to formal approval subject to each project meeting our typical underwriting criteria. Among the approval items that need to be obtained or confirmed will be a current appraisal that provides evidence that the after rehab value of the property can support the size of the loan request, a loan to value ratio that is within acceptable limits, a completely itemized budget for each of the properties, a set of plans and specifications that will be reviewed by the bank's construction consultant, and a hazardous waste site

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assessment. Our loan pricing will be competitively priced acknowledging the strength of the organization and the level of risk identifiable to each of the individual properties.

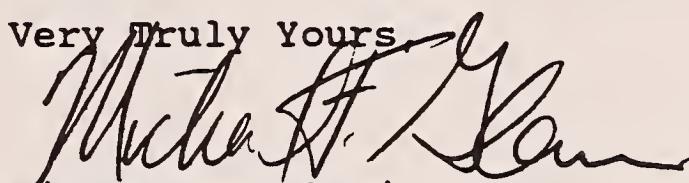
Assuming, as I do, that your construction financing proposal will be able to be funded through our developmental real estate division, we would coordinate the mortgage end loan financing for the individual buyers through our wholly owned mortgage corporation BancBoston Mortgage Corporation. In 1989, BBMC introduced the most successful bank sponsored first time home buyer mortgage program for lower income persons in New England, First Step Mortgage.

Using our First Step product or one of the many other affordable housing mortgage programs that we participate in, our mortgage originators who are located in your neighborhood area will work with you to identify and help qualify, through workshops and seminars, persons eligible for these affordable properties. Of course, the individual borrowers will have to be reviewed and approved by us; the rehabilitation of the properties must be completed; and the appraisal must be adequate to support the mortgage request.

Our First Step mortgage, as well as all of our other affordable mortgage products, offer tremendous flexibility and aggressively priced rate structures. For example, our thirty year First Step fixed rate product for income eligible home buyers has a discounted application fee (\$125), a one point initial fee, and a rate that is set 1/2% below the rate of a two point thirty year mortgage that we offer. We require only a 5% downpayment and allow 2% of the downpayment to be provided through gifts or other outside sources. We will also treat rental income more favorably with up to 75% of the actual rental being added to borrower's income.

In closing, let me again say how excited and optimistic we are in working with your organization. You have an excellent program that is bringing hope and meaning into the lives of our young people in Boston. It would be a pleasure and an honor to be your banking partner in meeting this critically needed objective.

Very Truly Yours



Michael F. Glavin
Manager, Community Reinvestment Programs

Beacon
Construction
Company

Three Center Plaza Boston, Massachusetts 02108 (617) 742-8800 FAX (617) 742-0015

December 20, 1993

Ms. Jackie Gelb
Executive Director
Youthbuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb,

I am writing to express Beacon Construction Company's strong support for Youthbuild Boston's plans to expand so that more young people can benefit from the program's unique education, training and community service opportunities.

As you know, Beacon Construction Company currently employs Neil Maddrey, a Youthbuild Boston graduate, as a field agent. We are very pleased with the quality of training our employee received at Youthbuild Boston, and are pleased to be able to offer him continued training while he is employed at Beacon Construction Company.

Our experience with Youthbuild Boston has been very positive. We look forward to continuing this successful relationship. We at Beacon Construction Company enthusiastically endorse the expansion of Youthbuild Boston to serve more of the City's youth.

Sincerely,

Henry G. Irwig
Vice President

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Economic
Development and
Industrial
Corporation
of Boston

Stuart J. Vidockler, Chairman
Paul L. Barrett, Chief Executive Officer

December 27, 1993

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Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am writing to express my strong support for YouthBuild Boston, and the possible expansion of your program to include more young people in the City of Boston.

You have done an effective job of reaching and retaining some of the City's most "hard to reach" youth, and instilling in them self-confidence, a sense of purpose and a great many skills. We know that the demand for effective education and training programs for youth far exceeds the supply.

As you know, EDIC has been a strong supporter of YouthBuild Boston since its inception in 1990, providing JTPA, CDBG and local public funds to the program.

In 1992, we funded YouthBuild's expansion from 28 to 42 young people, and helped broaden the career opportunities provided to participants by creating and funding a highly successful employer partnership in the field of energy conservation.

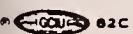
We look forward to continuing to work with YouthBuild in the coming year. The crisis of violence among the youth of our City makes the work of YouthBuild Boston particularly important.

Sincerely,

Nancy Snyder

Nancy Snyder
Deputy Director
for Jobs and Community Services

43 Hawkins Street
Boston, MA 02114-2907
Telephone (617) 635-3342
Fax (617) 635-4286

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 printed on recycled paper

The Mount Vernon Company

January 6, 1994

Ms. Jackie Gelb
Executive Director
YouthBuild
173 A Norfolk Street
Roxbury, MA 02119

Dear Jackie,

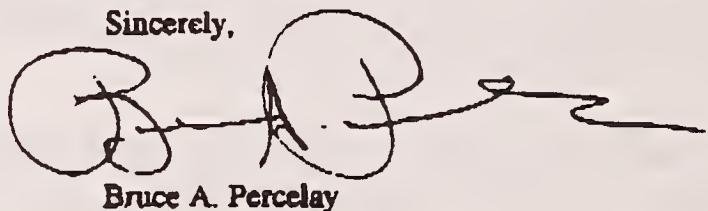
I am delighted to inform you that all nine presidents and CEO's of major real estate development firms and banks who came out to visit YouthBuild Boston have agreed to help create a Board of Advisors for your expansion campaign.

Our first goal will be to raise the \$200,000 needed to expand YouthBuild Boston's headquarters facilities at Norfolk Ave., hopefully by May, 1994. We will then work to expanding the number of job placement opportunities available for the expanded program.

The kick-off event for the Board of Advisors will be a dinner hosted by Senator John Kerry at the Charles Hotel on February 7, where we will introduce 40 major business leaders to the program.

Every one of the presidents and CEO's that met with YouthBuild Boston's trainees and staff have been profoundly moved and impressed by the inspiring work of your program. I am proud to be part of it, and look forward to a successful expansion of the program.

Sincerely,



A handwritten signature consisting of two stylized initials, B and A, connected by a horizontal line, followed by the name "Bruce A. Percelay" in a smaller, printed-style font.

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SECRETARY OF LABOR
WASHINGTON

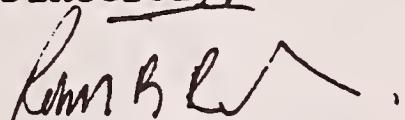
MAR 31 1993

Mr. David Lopes
Director of Housing Rehab
YouthBuild Boston
173 A Norfolk Ave.
Roxbury, MA 02119

Dear David,

I want to thank you for the opportunity to watch YouthBuild Boston in action. I was impressed with the men and women of the program -- and it's great to see them learning skills that will give them a chance for their future while they give something back to the community. You should be proud of the work you and the trainees are doing. It's programs like YouthBuild Boston that make the Clinton administration committed to making the National Service Program a success. Best of luck to you.

Sincerely,



ROBERT B. REICH

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KIEWIT CONSTRUCTION COMPANY

A Kiewit Company

16 Trotter I
Medway, Massachusetts 0
508/533-
FAX 508/533-

December 15, 1993

Ms. Jackie Gelb, Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am writing to express the Kiewit Companies' strong support for YouthBuild Boston's plans to expand so that more young people can benefit from the program's unique education, training and community service opportunities.

As you know, Kiewit currently employs two YouthBuild Boston graduates, one as a surveyor apprentice and one as an office/field engineer trainee. We are very pleased with the quality of training our employees received at YouthBuild Boston, and are pleased to be able to offer them continued training while they are employed at Kiewit. It is of great value to us to have people come to us having already been given many of the basic skills and understanding of construction that is required.

Our experience with YouthBuild Boston has been very positive. We look forward to continuing this successful relationship, enthusiastically endorse the expansion of YouthBuild Boston to serve more of the city's youth, and stand ready to assist in getting more of them into the construction workforce.

Sincerely,
Kiewit Companies



Charles B. Clarke
District Business Manager

cc - J. Testa, B. Williams, R. Laurence

BOSTON DISTRICT COUNCIL OF CARPENTERS, AFL-CIO

United Brotherhood of Carpenters and Joiners of America

ANDRIS J. SILINS
PRESIDENT



DAVID P. DOW
EXECUTIVE SECRETARY-TREASURER

THOMAS J. MARSHALL
ASSISTANT TO THE PRESIDENT

803 SUMMER STREET, SOUTH BOSTON, MA 02127-1616
TELEPHONE (617) 268-3400

60

RECD
MAR 23 1992

March 16, 1992

Ms. Jackie Gelb
Youth Build Boston
10 Putnam Street
Roxbury, MA 02118

Dear Jackie,

I am writing to you today to express my support and congratulate you and your staff for all of the tremendous work you are doing on behalf of inner city youth in Boston. When you first came to me two years ago to explain what Youth Build was all about, I was impressed with your willingness to work with us and to hire union carpenters to be the trainers for your students. Your program fills a large void that has existed in the vocational training programs in the city. The students that you have trained come into the union apprenticeship program with solid work habits and a strong foundation in the fundamentals of the trade. These two things should make their life as building trades people very rewarding and fruitful. Finally, the community aspect of the program instills in them the idea that they can give something back to their community and become better citizens of the city of Boston. Again, congratulations and thank you.

Sincerely;

Christopher Heinz
Research Director

Frederic R. Harris, Inc.
66 Long Wharf
Boston, MA 02110
617-723-1700



To: To Whom It May Concern
From: Victor Burgos
Date: March 24, 1992

My name is Victor Burgos. I am a young nineteen year old Puerto Rican American with a four year old son, living in Boston. I am a YouthBuild graduate. YouthBuild is a training program for adults aging from seventeen to twenty-four, who are out of school and unemployed. This program gives on the job carpentry training. It also gives you the basic skill that are needed to prepare yourself for the Graduate Equivalency Diploma (G.E.D.) tests. I got my G.E.D. while I was at YouthBuild. YouthBuild was a second chance for me to reach the goals that I thought I would never be able to accomplish.

Now I am currently working at an engineering firm (Frederic R. Harris). I'm a trainee there working with AutoCad computers. Hopefully I'll be attending college in the near future for more knowledge to this profession. In about a month, the company will transfer me to the Central Artery project for most of my training. I owe this all to YouthBuild.

Sincerely,

Victor O. Burgos

2600 hrs. 005

years of engineering service worldwide

Frederic R. Harris, Inc.
66 Long Wharf
Boston, MA 02110
617-723-1700



March 24, 1992

Jackie Gelb
YouthBuild Boston
19 Lexington Avenue
Roxbury, MA 02119

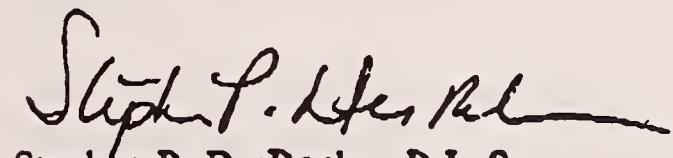
Dear Jackie:

As Victor Burgos's supervisor, I am happy to let you know that Victor is doing tremendously well as a drafting intern with Frederic R. Harris, Inc.

Victor has taken to drafting and CAD like a duck takes to water. He is very motivated, loves to learn anything he can, and picks things up very quickly. He has registered for an algebra course at Bunker Hill community college to improve his basic skills so he can eventually attend Wentworth Institute of Technology.

Congratulations on your work to create a path of opportunity for young people into this field. If Victor Burgos is any indication, you are doing a great job.

Sincerely,


Stephen P. DesRoche, P.L.S.
Frederic R. Harris, Inc.

erik12436 662

70 Rowe Street
Post Office Box 17
Auburndale, Massachusetts 02166

Telephone 617/332-9500
Facsimile 617/965-8868

March 19, 1992

RICHARD WHITE SONS,

Ms. Jackie Gelb
Executive Director
Youth Build Boston
10 Putnam Street
Roxbury, MA 02119

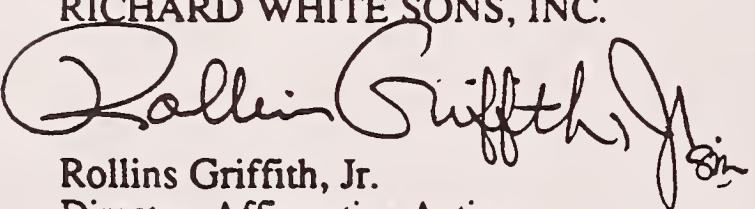
Dear Ms. Gelb:

I have found Youth Build to be a program responsive to the needs of urban and minority youth. The Program has provided its participants with a skill level and an academic level which affords them the opportunity to be successful in the construction area. Its effectiveness has been demonstrated and has become apparent to me after I observed a member of the first graduating class hired by my company, Richard White Sons, Inc.

Youth Build has filled the gap which has existed for years which has not allowed young people with potential to move from their last school experience to a job. The Program has provided its participants with the skills, confidence and self esteem needed to be successful in the workforce as well as in their daily lives. It is without reservation that I support this effective program and highly recommend that other corporations give their support.

Very truly yours,

RICHARD WHITE SONS, INC.


Rollins Griffith, Jr.
Director, Affirmative Action

RG/sm

cc: Robert White

J.B.CRUZ



Telephone (617) 445-6901 Fax (617) 442-2496

John B. Cruz Construction Co., Inc.
One John Eliot Square, Cox Building
Roxbury, Massachusetts 02119

December 20, 1993

FAX AND MAIL

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am writing to express my strongest support for YouthBuild Boston's expansion plans so that more young people can benefit from the program's unique education, training and community service opportunities.

As you know, J. B. Cruz Construction Co., Inc., currently employs three YouthBuild graduates. One graduate is an employee of the Cruz Management Company, and the other two graduates are employees of J.B. Cruz Construction Co., Inc. Dorothy Fleming, a staff member of J.B. Cruz Construction, is assistant to a project superintendent and also our EEO liaison with the City of Boston. Dorothy's performance here at Cruz certainly reflects the quality of training students encounter at YouthBuild Boston, and we are pleased to offer them continued training during their employment here at Cruz Construction.

Our experience with YouthBuild Boston has been very positive. I look forward to continuing this successful relationship.

We, at the Cruz Companies, salute YouthBuild Boston for their tireless efforts and enthusiastically endorse the expansion of YouthBuild Boston to serve more of our city's youth.

Very truly yours,

John B. Cruz III
President

REC'D DEC 22 REC'D

JBC:dw



December 29, 1993

**For
Individuals
Recovering
Sound
Thinking, Inc.**

Chairman Eric V. Grey
Vice Chairpersons Noel Johnson
 Dr. Cal Whitworth
Clerk Idris F. Bilal
Treasurer F. Lee Jones
Executive Director Nathaniel Hakim Askia
Administrative Offices 34 Intervale Street
 Dorchester, MA 02121
 (617) 445-6009

The FIRST Step
370 Blue Hill Avenue
Dorchester, MA 02121
(617) 445-5230

The FIRST Academy
167 Centre Street
Roxbury, MA 02119
(617) 427-1588

The FIRST Hispanic Academy
80 Hamilton Street
Dorchester, MA 02121
(617) 265-5852

Algonquin Academy
22 Algonquin Street
Dorchester, MA 02124
(617) 265-3639

The FIRST Prison Project
370 Blue Hill Avenue
Dorchester, MA 02121
(617) 445-5230

Project Self Help
34 Intervale Street
Dorchester, MA 02121
(617) 445-6009

The FIRST AIDS Project
5 Washington Street
Dorchester, MA 02121
(617) 427-1008

The FIRST, Inc. Drug & Alcohol Hotline
34 Intervale Street
Dorchester, MA 02121
(617) 445-1500
1 (800) 327-5050

The FIRST Adapt Project
2328 Washington Street
Roxbury, MA 02119
(617) 425-2533

Ms. Jackie Gelb
Executive director
YouthBuild Boston
173 A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I want to express my strong support for YouthBuild Boston's plans to expand its program so that young people can benefit from the unique education, training, and community service opportunities offered at your agency. As you know, F.I.R.S.T., Inc. has worked closely with YouthBuild Boston over the past several years, and is excited about a continued working relationship that includes referring young people for training and working with students in serving the community.

Our experience with YouthBuild has been extremely rewarding for our clients. Graduates have been able to secure positions from the training provided at YouthBuild and are doing well in the work world. ~

I hope that you are able to double the size of the program by September 1994. Your program fills a critical need in the community, and offers the kind of opportunity that so many more of the city's young people desperately need.

Sincerely,

Karen Pressman

Karen Pressman
Vice President, Clinical Operations

MASSACHUSETTS COMMUNITY SERVICE COMMISSION

January 6, 1994

Jackie Gelb, Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Jackie:

On behalf of the Massachusetts Community Service Commission (MCSC), I am pleased to support YouthBuild Boston's application for funding from the Department of Housing and Urban Development (HUD).

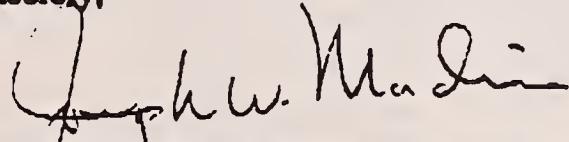
As you know, the MCSC has strongly supported YouthBuild Boston's work in the past. Through two years of funding, totalling \$800,000, we have been delighted to contribute to your efforts to mobilize young people into service who might not otherwise have been given the opportunity to give back to their communities. YouthBuild Boston has been a model for new youth corps started by the MCSC. We have been impressed with your ability to provide meaningful educational, leadership, and job skill training for your trainees.

An example of the contagious nature of your trainees' enthusiasm for the program was the powerful testimonial given last spring by two young people to members of the Massachusetts legislature. The testimonial was a pivotal moment in convincing the legislators to provide \$500,000 in state funding to support the MCSC's youth corps initiative.

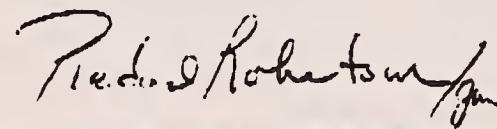
The MCSC has set a goal of creating 1,000 full-time service positions for young people from around the Commonwealth by 1995. The expansion of YouthBuild Boston through HUD funding would help us to create those opportunities. Through new funding available from the National and Community Service Trust Act of 1993, the MCSC hopes to be able to support the continued and expanded programs of YouthBuild Boston in the years to come.

We look forward to continuing to work together on behalf of the young people of Massachusetts.

Sincerely,



Joseph W. Madison, Executive Director
Massachusetts Youth Service Alliance
Co-chair, Mass. Community Service Commission



Piedad Robertson, Secretary
Massachusetts Executive Office of Education
Co-chair, Mass. Community Service Commission

KIEWIT/PERINI/ATKINSON/CASHMAN
A JOINT VENTURE

ADDRESS REPLY TO:
12 Channel Street
Boston, MA 02210
(617) 737-1950
(617) 737-2230 FAX

Kiewit Eastern Co.
Perini Corporation
Guy F. Atkinson Construction
J. M. Cashman, Inc.

December 9, 1993

David Lopes - Director
Housing Rehabilitation Program
Youth Build Boston
173 A Norfolk Avenue
Roxbury, MA 02119

Dear David:

When I was first introduced to the Youth Build Program a few years ago, I saw it as a great concept with positive potential for the young people involved as well as the community. Since that time, I have had first-hand experience with the program, and my enthusiasm and support continues to grow.

About six months ago, this company hired a recent Youth Build graduate to work in my department. He came to us prepared for an entry level position in construction with a great attitude. I am pleased to say that his attendance and performance continues to meet or exceed expectations, and that he is on his way to a solid future in the construction industry.

Thank you and everyone else who is dedicated to making Youth Build work. It is obvious to me that your efforts are felt far beyond the class room and class projects.

Very truly yours,

John J. Wall

John J. Wall

JJW/dld

Jamaica Plain
NDC
NEIGHBORHOOD DEVELOPMENT CORPORATION

31 Germania Street • Jamaica Plain, Massachusetts 02130 • 617 522-2424

Jackie Gelb
YouthBuild Boston
173 Norfolk Avenue
Roxbury, MA 02119

Dear Jackie:

The Jamaica Plain Neighborhood Development Corporation is very excited about the decision to have YouthBuild Boston expand into the Hyde Square Neighborhood of Boston. We have long respected your work and welcome the opportunity to collaborate with you by providing our property at 9 Walden Street as a training site for young people from the community.

As agreed, YouthBuild Boston will serve as construction manager on this project. We look forward to working in close cooperation with you and our project architect in a design-build mode to create full architectural drawings and a job construction plan that will expedite the planning time and bring the project to completion in the most cost effective manner.

As you know, JPNDc is part of a neighborhood partnership with over 30 community organizations and the City of Boston Public Facilities Department which has created a three year comprehensive planning and development strategy for the neighborhood. Included in the strategy is housing, economic, openspace and youth development and public safety improvements. YouthBuild Boston will be a tremendous addition to the partnership, providing a pioneering opportunity in our neighborhood to involve unemployed youth in our housing and economic development activities. We are especially pleased to have the young people involved in the demolition, rough framing, insulation, dry wall, window installation, and completing the exterior finishes on this project.

Hopefully, YouthBuild Boston will benefit from working with this strong community partnership and from working with a community development corporation with over 10 years of housing and economic development experience. We hope that you are successful in your expansion efforts so that our neighborhood can benefit from your valuable community work.

Sincerely,
John Vogel
John H. Vogel Jr.
Executive Director

Lizbeth Heyer
Lizbeth Heyer
Project Manager

Lawrence J. Lasser
President
Chief Executive Officer
One Post Office Square
Boston, Massachusetts 02109
617 292-1410

PUTNAM INVESTMENTS

November 15, 1993

Ms. Jackie Gelb
YouthBuild Boston
173 A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

It is our pleasure to award a grant of \$75,000 to YouthBuild Boston.

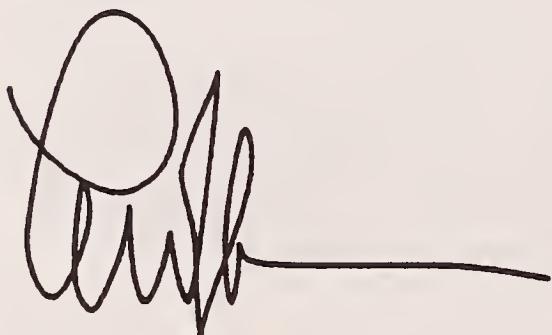
This award represents the first of a three-year funding commitment extended to Youthworks Boston. Pending successful completion of your annual program goals, Putnam will fund additional \$40,000 grants for each of the two subsequent years, 1995 and 1996. We hope that this provides you with enough time to use our grant to leverage the other funds necessary for the program.

Nancy Fisher, Putnam's Director of Public Relations, will contact you to arrange a discussion of the details of our work together, including milestone hurdles for this first year of funding and beyond.

We are planning a reception at Putnam for award recipients and will contact you shortly to let you know the date and time of this event.

Warmest congratulations. We look forward to becoming partners with YouthBuild Boston and are excited about the possibilities for collaboration.

Sincerely,



Lawrence J. Lasser

REC'D NOV 17 REC'D



ENERPRO

ENGINEERING, INC.

2C Gill Street
Woburn, MA 01801
(617) 932-3795
FAX: (617) 937-3596

December 16, 1993

Ms Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

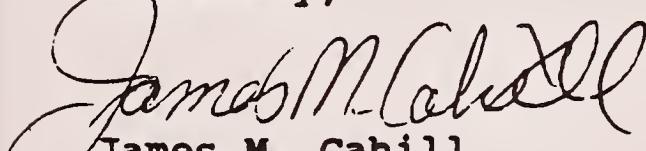
Dear Ms Gelb:

I am writing to express EnerPro Engineering's strong support for YouthBuild Boston's plans to expand so that more young people can benefit from the program's unique education, training and community service opportunities.

As you know, EnerPro Engineering employed one YouthBuild Boston graduate as an Energy Service Assistant. We were very pleased with the quality of training our employee received at YouthBuild Boston.

Our experience with YouthBuild Boston has been very positive. We look forward to continuing this successful relationship. We at EnerPro Engineering enthusiastically endorse the expansion of YouthBuild Boston to serve more of the city's youth.

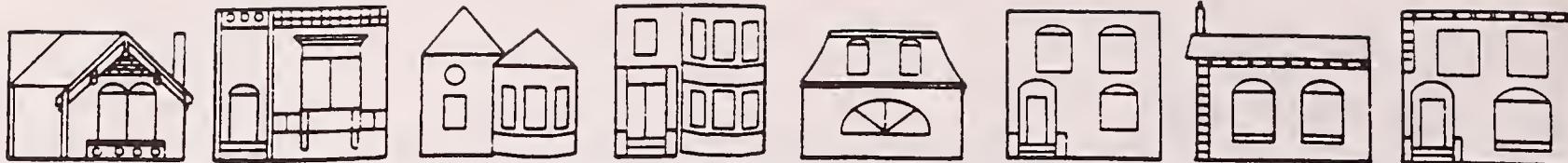
Sincerely,



James M. Cahill
President

camd

RECD DEC 17 REC'D



Boston Community Loan Fund, Inc.

30 Germania Street, Jamaica Plain, MA 02130 (617) 522-6768

® ©

Elyse Cherry
President

DeWitt Jones
Fund Manager

Lizbeth Heyer
Jamaica Plain NDC
30 Germania Street
Jamaica Plain, MA 02130

January 6, 1994

Dear Ms. Heyer,

We are pleased to accept your application to the 1 - 4 Family Housing Preservation Program. We understand that you have selected 9 Walden Street in Jamaica Plain as a construction training site and plan to work with YouthBuild to renovate the property.

As you are aware, the Boston Community Loan Fund (BCLF) is a non-profit lender which finances affordable housing development projects sponsored by non-profit and community development organizations. Since 1985, BCLF has loaned or committed \$9.2 million to 38 groups for a total of 1172 units of housing. We provide construction loans at an interest rate of 7%.

Your project meets our general criteria, and we look forward to considering the completed application.

Sincerely,

Eva Clarke

Eva Clarke
Lending Program Officer

December 21, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

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orporation

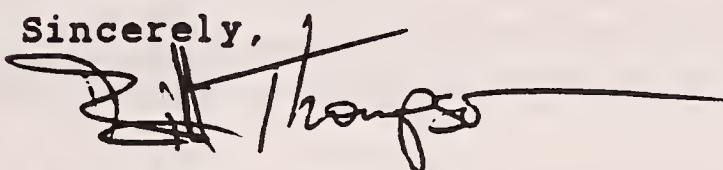
Dear Ms. Gelb:

I am writing to express our strong support for YouthBuild Boston's plans for expansion which will afford more young people the opportunity to benefit from the unique education, training and community service programs offered by your outstanding organization.

While our firm has not yet had the opportunity to employ a YouthBuild graduate, due to the downward economic pressure on our business in 1993, your references and our own due diligence give us confidence in anticipating considering well qualified candidates in 1994. We are particularly impressed with the manner in which Mr. David Lopes and his staff approach preparing the youth for eventual placement.

Everything that we know about YouthBuild Boston points to a professional organization with a very positive impact on a dramatically underserved community. We look forward to a lasting association and enthusiastically endorse your efforts to expand service to many more of the city's youth.

Sincerely,



William M. Thompson
President

WMT/bb



THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EMPLOYMENT AND TRAINING

WILLIAM F. WELD
GOVERNOR

OFFICE OF THE COMMISSIONER

GLORIA CORDES LARSON
SECRETARY OF ECONOMIC AFFAIRS

NILS L. NORDBERG
COMMISSIONER

December 22, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

The Massachusetts Department of Employment and Training (DET) is pleased to endorse your proposal for funding.

YouthBuild Boston's plans to increase its capacity to train disenfranchised young people in the city of Boston is in line with the Commonwealth's commitment to provide opportunities for out-of-school youth to transition to the world of work.

For the past two years, YouthBuild Boston has been successful in receiving National Service Commission funds as well as JTPA funds administered by DET. This year YouthBuild Boston was also awarded a JTPA 8% School-to-Work grant for their highly regarded program for Boston's inner city youth.

DET has also worked with you through our Roxbury Opportunity Jobs Center, the local Employment Service office. The Roxbury OJC offers a unique resource to the YouthBuild Boston program, with career counseling, interview skills, resume writing and other workshops at your disposal, as well as on-site seminars conducted by DET staff at YouthBuild.

Further, having a YouthBuild Boston graduate as a participant on the School-to-Work Task Force of the Massjobs Council, the state's workforce development policy-making body, ensures that young people who have made tremendous changes in their own lives have input on the state's overall strategies for workforce development.

Please be assured that the Department of Employment and Training will provide any assistance possible to YouthBuild Boston through its existing resources to allow your graduates to become self-sufficient and to create a better future for them and their families.

Sincerely,

A handwritten signature in black ink, appearing to read "Nils L. Nordberg".

NLN/JK/al/0012wp

Frederic R. Harris, Inc.
66 Long Wharf
Boston, MA 02110
617-723-1700



To: Jackie Gelb
From: Amr Abd Elmeged
Date: March 24, 1992

Dear Jackie:

I am writing to express my complete support for YouthBuild's efforts to prepare young people to work on the Central Artery project.

As you know, Surena Murphy was referred to our company to work as a Document Control Specialist as a C/AT intern. Surena is proven to be an excellent worker, and I have been very impressed with her. She's very responsible, highly motivated and interested in her work. She wants to expand her knowledge and learn whatever she can. She takes initiative on her own. For example, she went out and got a Lotus 123 manual on her own to expand her computer skills.

Surena is also an easy person to work with. This is a high-pressured project and Surena has fit in very well into this environment.

Thank you for recommending such a motivated young person to our company.

Sincerely,
Amr Abd Elmeged
Amr Abd Elmeged
Frederic R. Harris

2600anc.005



NATIONAL ASSOCIATION OF MINORITY CONTRACTORS
OF MASSACHUSETTS, INC.

P.O. BOX 275 DORCHESTER MASSACHUSETTS 02121 • (617) 436-5643

December 21, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

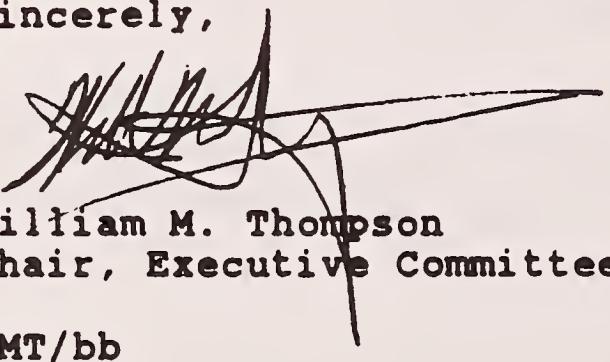
Dear Ms. Gelb:

We are writing to express our strong support for YouthBuild Boston's plans for expansion which will afford more young people the opportunity to benefit from the unique education, training and community service programs offered by your outstanding organization.

Our member firms have had varying degrees of experience with YouthBuild graduates on projects throughout the city. We have nothing but praise for the fine job that you do in preparing the youth and the extremely valuable service to the community that you consistently provide. We are particularly pleased to work with Mr. David Lopes and his staff to open more options for the eventual placement of YouthBuild graduates.

Everything that we know about YouthBuild Boston points to a professional organization with a very positive impact on a dramatically underserved community. We look forward to a lasting association and enthusiastically endorse your efforts to expand service to many more of the city's youth.

Sincerely,


William M. Thompson
Chair, Executive Committee

WMT/bb



Central Artery/Tunnel

Bechtel/Parsons Brinckerhoff
(A Joint Venture of Bechtel Corporation and Parsons Brinckerhoff Quade & Douglas)

March 25, 1992

To Whom it may concern:

My name is Frank Mitchell and I am a Technical Planning Assistant for the Central Artery/Tunnel Project. I attended Charlestown High School and took computer courses at the O.R.C. Humphrey Center. After high school, I had a hard time focusing on a career suitable for me. I held a couple of positions but with the lack of motivation and self-esteem I found myself unhappy and later unemployed with the feeling that high school did not prepare me well enough for surviving in the real world.

I later obtained information about a construction/carpentry training program called YOUTH BUILD. Eager to find assistance to better myself, I applied and was accepted as a trainee. Youth Build is very unique in the way they train students. They focus on the personal development of individuals and provide counseling, education, and job training. Youth Build helped me recognize the positive, motivated individual I am, and brought out feelings I thought I never had. They gave me the opportunity to prove that I can accomplish when times are hard. Given a chance and little attention, the Frank Mitchell I am today is full of life and on the right track. Youth Build is the only program of its kind, devoted to and actually preparing the youth for the road to success.

Sincerely,

A handwritten signature in black ink that reads "Frank Mitchell".

Frank Mitchell



Central Artery/Tunnel

Bechtel/Parsons Brinckerhoff

(A Joint Venture of Bechtel Corporation and Parsons Brinckerhoff Quade & Douglas, Inc.)

March 24, 1992

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
10 Putnam Street
Boston, MA 02118

Dear Jackie:

As you know, the Central Artery/Tunnel Project recently selected Frankie Mitchell, a graduate of your program, for one of our training positions at the Bechtel/Parsons Brinckerhoff office. Frankie is employed as a Technical Planning Assistant in the Environmental/Construction Mitigation group.

We were extremely impressed with how well prepared Frankie was for his interviews here at the Project and with his attitude, behavior and performance since he started. He is an excellent ambassador for your program and we are lucky to have him working with us on the Project.

I hope that during the training period you or members of your staff might stop in to the Project and see what Frankie is doing and how it is going.

We look forward to working with you when it is time to recruit our next group of trainees in the fall.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Eustace".

Jeffrey L. Eustace
Human Resources Manager

HARVARD UNIVERSITY PAID MAR 23 1992

WILLIAM A. LEE
Affirmative Action Officer
for Construction Projects

HOLYOKE CENTER ROOM 874
1350 MASSACHUSETTS AVENUE
CAMBRIDGE, MASSACHUSETTS 02138

March 20, 1992

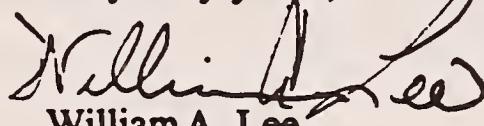
Jackie Gelb
Executive Director
Youth Build Boston
10 Putnam Street
Boston, MA 02118

Dear Ms. Geld,

I am writing to offer my personal appraisal of the Youth Build Boston orientation and training program. Based on my thirty years of experience with both the construction industry and programs that prepare young adults for careers in any industry, I wish to congratulate you and the Youth Build Boston program on your vision and hard work to achieve placements for the young adults that prior to entering this program would have been forgotten.

It is clear that this program is the last hope for many. In view I want you, your staff and the trainees to know that I will continue to support the Youth Build Boston program in increasing degrees.

Very truly yours,


William A. Lee



25th Anniversary
1968-1993

December 20, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am writing to express Inner City's strong support for YouthBuild Boston's plans to expand so that more young people can benefit from the program's unique education, training and community service opportunities.

As you know, Inner City currently employs a few YouthBuild Boston graduates as production associates. We are very pleased with the quality of training our employees received at YouthBuild Boston, and are pleased to be able to offer them continued training while they are employed at Inner City.

Our experience with YouthBuild Boston has been very positive. We look forward to continuing this successful relationship. We at Inner City enthusiastically endorse the expansion of YouthBuild Boston to serve more of the city's youth.

Sincerely,

Harold T. Epps
General Manager

REC'D DEC 22 REC'D

A Subsidiary of
Polaroid Corporation

120 Southampton Street
Boston, Massachusetts
02118
617 386 8977



Webster Engineering Co., Inc.

(617) 265-5500
FAX (617) 265-3054

P.O. BOX 275 DORCHESTER, MASSACHUSETTS 02121

December 24, 1993

Ms. Jackie Gelb
Executive Director
YouthBuild Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am writing to express Webster Engineering Co., Inc.'s strong support for YouthBuild Boston's plans to expand so that more young people can benefit from the program's unique education, training and community service opportunities.

Although Webster Engineering Company does not presently employ any YouthBuild Boston graduates, our previous experience with participants in the program has been more than satisfactory. We have always been pleased with the quality of training those individuals have received at YouthBuild Boston, and are continually enthusiastic about discussing employment opportunities at Webster Engineering Company with your program graduates.

Our experience with YouthBuild Boston has been very positive. We look forward to continuing this successful relationship. We at Webster Engineering Company strongly endorse the expansion of YouthBuild Boston to serve more of the city's youth.

Very truly yours,

A handwritten signature in black ink that reads "Theodore E. Webster". A small portion of another signature, possibly "Mark", is visible to the right of the main name.

Theodore E. Webster 
President

HMK:me

Frederic R. Harris, Inc.
66 Long Wharf
Boston, MA 02110
617-723-1700



To: Whom It May Concern
From: Surena Murphy-Henry
Date: March 24, 1992

Dear Sir or Madam:

Please let me take a few minutes of your time to tell you how YouthBuild Boston helped me to get where I am today.

I am a high school graduate and a Navy veteran after 4 and a half years of service. I am also a 24 year old young woman with two small children. I decided to make up my mind for a construction career and YouthBuild Boston gave me a chance to start climbing that ladder to success.

While working at YouthBuild Boston, I was trained to renovate condemned houses and turned them into three family homes for low-income families. I also attended academic classes such as math, English, voc-ed and history. The program enhanced our knowledge and gave us responsibility.

At YouthBuild Boston, I was a student, leader, activist, a construction trainee and a resource person for other trainees (helping them apply for jobs and coordinating information on job openings). Also, through YouthBuild I became a member/student of Women in the Building Trades, a student of the Apprenticeship Preparedness program and a member of the Veterans Benefits Clearinghouse.

YouthBuild Boston helped me in getting the training position I have now with the Central Artery working at Frederic R. Harris which is part of the joint venture. After eight months of training, I will be employed permanently. My position at Frederic R. Harris is Document Control Specialist. What I do is provide assistance to the project manager by; controlling the technical documents such as blueprints, specifications, technical reports, cost estimates and schedules; maintain and coordinate the technical library; assist in development of reports, forms, brochures, and other materials. So far, while working at Frederic R. Harris, I've learned the following software: Lotus 123, Expedition and Advanced WordPerfect. In the summer, I'll be going to Wentworth Institute of Technology for an Associates Degree in Construction Management.

2600/sur.003



I tell other young women my age that YouthBuild Boston helped me to get where I am today because they gave me a chance to make a future for myself and my family that I probably wouldn't have had with any other program. If you decide to fund this program, there will be other young men and women like myself working to better themselves and their future.

Thank you very much.

Serena Murphy Henry



PUBLIC FACILITIES DEPARTMENT

THOMAS M. MENINO
ACTING MAYOR

MARY NEE
DIRECTOR

January 5, 1994

Jackie Gelb
Executive Director
YouthBuild Boston
173 A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am pleased to inform you that the Project Review Committee of the City of Boston's Public Facilities Department (PFD) voted on January 4, 1994 to provide a loan to Youthbuild Boston under PFD's Loans to Encourage Neighborhood Development (LEND) Program. The loan is in the amount of \$368,000 and will be used to complete the construction of the Youthbuild Boston project located at 1900 Washington Street in Roxbury. This commitment is subject to final approval by the Director of PFD.

We appreciate the commitment of Youthbuild Boston in assisting the young people of Boston in achieving economic independence. We look forward to working with you on this and other Youthbuild projects.

Sincerely,

Elizabeth Doyle
Project Manager

127



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Two Paces West • 2727 Paces Ferry Road • Atlanta, Georgia 30339 • 404 433-8211

April 7, 1993

Mr. Jackie Gelb
Executive Director
YouthBuild Boston
173-A Norfolk Avenue
Roxbury, MA 02119

Dear Jackie:

I appreciated all of the information you forwarded on YouthBuild Boston. As you may know, we have been supporters of YouthBuild Dekalb and have had discussions with the YouthBuild organization in San Francisco.

At The Home Depot, we focus our charitable contributions on the rehabilitation and development of affordable housing and on programs that serve at-risk youth. As you can see, the YouthBuild programs across the country fit into both of these focus areas.

While we are not in a position to provide all of the materials to renovate Washington Street, I would like to pledge \$20,000 in materials to support the project. We can coordinate this donation through one of our Boston area stores.

We are delighted to participate with you in the training and building of self-esteem among Boston's youth. I would like to involve our Boston area district managers in this project. Please contact me at your convenience so that I can make the introductions and the necessary arrangements.

Regards,

Suzanne Apple

Suzanne H. Apple
Director of Community Affairs

SHA/csc

cc: Vern Joslyn
Paul West
Pedro Mendiguren

SL

Stull and Lee, Inc.
Architects and Planners
38 Chauncy Street Suite 110
Boston, Massachusetts 02111
617 426 0406
FAX 617 426 2835

25 June 1993

Ms. Jackie Gelb,
Executive Director
Youth Build Boston
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

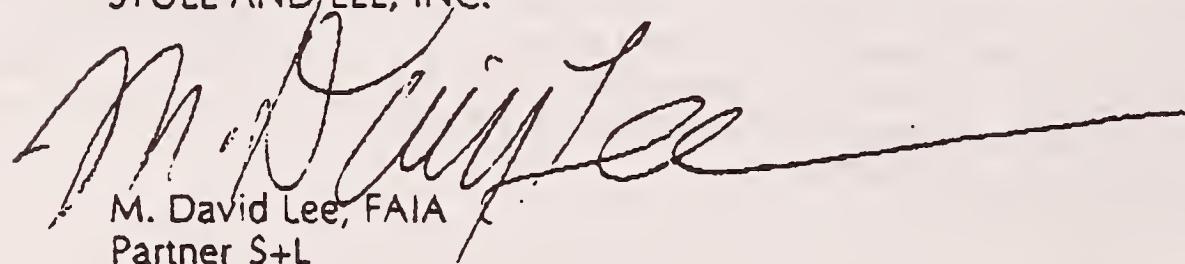
Stull and Lee, Inc. has been pleased to provide architectural services to Youth Build, Boston for the renovation of the property at 1900 Washington Street, Boston, MA as a residence and offices for participants in your program.

It is our pleasure to provide these services pro bono to your organization because we think so highly of your goals and objectives. We believe it is our civic duty, Stull and Lee to support your efforts and offer our encouragement.

According to our records our expenditures to date (direct labor, overhead and expenses) total \$60,633.

I hope this information is helpful to you and I look forward to the successful completion of your new facilities.

Sincerely,
STULL AND LEE, INC.



M. David Lee, FAIA
Partner S+L

RECD JUN 18 1993

Donald L Stull, FAIA
M David Lee, FAIA
Charles H Perez
Thomas V Glasby
David Battat
Elmo Ortiz
Etty Paamodipietro

Boston Raiders Youth Football & Cheerleading

MEMBERS OF THE "POP" WARNER FOOTBALL
ASSOCIATION

12/27/93

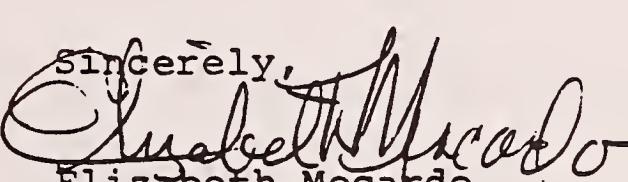
Dear Ms Gelb:

I want to express my strong support for YouthBuild Boston's plans to expand its program so that more young people can benefit from the unique education, training and community service opportunities offered at your agency.

As you know the Boston Raiders Youth Football & Cheerleading club has worked closely with the YouthBuild Boston Phase 2 program.

Our experience with YouthBuild Boston has been tremendously rewarding for our young people boys and girls alike.

We sincerely hope that you are able to double the size of the program by September of 1994. The Youthbuild program fills a very critical need in the community, and offers the kind of opportunity that so many more of the city's young people desperately need.

Sincerely,

Elizabeth Mecardo
Parents Organization

Boston Neighborhood Youth Football Association

C/O YOUTH BUILD OF BOSTON
173A Norfolk Ave., Rox. MA 02119 (617) 445-8887

SHOOSHANIAN
ENGINEERING
ASSOCIATES
INCORPORATED

130
CONGRESS STREET
BOSTON
MASSACHUSETTS
02210-1216
TEL 617/426 0110
FAX 617/426 7358

29 June 1993

Ms. Jackie Gelb
Youth Build Boston
173A Norfolk Avenue
Roxbury, MA 02119

RE: Group Residences Rehab - 1900 Washington Street
Youth Build Boston
Engineering Costs

Dear Jackie:

As requested we have calculated our engineering costs for the design of the mechanical, electrical, plumbing and fire protection system for the above referenced project.

Our cost to date for these services is \$26,950.00

It was a pleasure working with the Youth Build Boston Staff. We wish you luck with the completion of this project and future endeavors.

Very truly yours,

SHOOSHANIAN ENGINEERING ASSOCIATES, INC.


Daniel A. Campia, P.E.
Principal

DAC/ngf (t:wplicubui.ktr)

cc: Office File

RECD JUL 2 1993

1211

LeMessurier Consultants

1033 Massachusetts Avenue Cambridge, MA 02138
Tel: (617) 868-1200 Fax: (617) 881-7620

1 July 1993

Mr. David Lopes
Youth Build of Boston
173A Norfolk Avenue
Roxbury, MA 02119

Via FAX 427-3950

Reference: 1900 Washington Street
LeM File No. 92.219

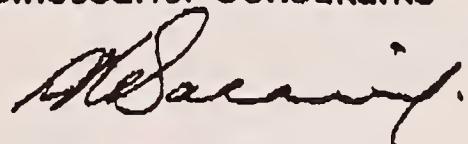
Dear David:

At your request we are providing the following information.

The value of the professional services provided to date for your project at 1900 Washington Street amounts to \$8024.86. We understand that this information is to be used in conjunction with an application for future funding for your project.

If you need any further information, please call.

Very truly yours,
LeMessurier Consultants



Philip R. Banning, P.E.

PRB:pwo4800.1cp

xc: P.J.Cheever/LeM



R. E. Cameron & Associates, Inc.
CIVIL ENGINEERS LAND SURVEYORS
681 WASHINGTON STREET • NORWOOD, MASSACHUSETTS 02062
TEL. (617) 769-1777 FAX (617) 769-8644

June 29, 1993

Ms. Laura Rice
Youth Build Boston
173 A Norfolk Avenue
Roxbury, MA 02119

Subject: 1900 Washington Street

Dear Ms. Rice:

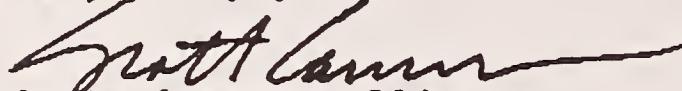
The following represents professional survey services for your development project.

We performed boundary line research at the City of Boston Department of Public Works and Boston Redevelopment Authority, utility research at the Boston Water Sewer Commission and all private utility companies. We also performed field surveys including office calculations and plan preparation to assemble a topographic site plan of the subject locus.

The dollar amount of our services was approximately \$4500.

It was a pleasure assisting you in this important endeavor.

Very truly yours,


Scott Cameron, PLS
President
R.E. Cameron & Associates, Inc.

Shawmut Design & Construction
173A Norfolk Avenue
Boston, Massachusetts 02119
(617) 427-4700
FAX (617) 427-1694



June 24, 1993

Jackie Gelb
Youth Build
173A Norfolk Avenue
Boston, MA 02119

Re: 1900 Washington Street - Boston
Project No. 1966

Dear Jackie,

It has truly been a pleasure to work with you and YouthBuild on the Washington Street project. We at Shawmut view organizations like yours and projects like this one as an opportunity for us to give something back to the community that has been our company's home for over ten years.

As we agreed at the beginning of the 1900 Washington Street design phase, we are waiving our fees of \$5,000 for preconstruction services.

These services include:

- consulting with the architect during the design process on construction means and methods
- project planning (construction schedules and budgets)
- preparing invitation to bid packages for subcontractors and helping to compile a subcontractor bid list
- attending meetings with government regulatory agencies and helping to secure the building permit

Please don't hesitate to keep me involved in the remainder of the project and we at Shawmut look forward to continuing our work together.

Yours truly,

SHAWMUT DESIGN & CONSTRUCTION

David Coolidge

David Coolidge
Project Manager

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PUBLIC FACILITIES DEPARTMENT

THOMAS M. MENINO
ACTING MAYOR

MARY NEE
DIRECTOR

December 29, 1993

Ms. Jackie Gelb
YouthBuild Boston, Inc.
173A Norfolk Avenue
Roxbury, MA 02119

Dear Ms. Gelb:

I am pleased to inform you that the Public Facilities Department (PFD) has committed \$280,000 to benefit YouthBuild Boston, Inc. on three development projects you plan to move forward on in the near future. The projects include rehabilitation of 449 Dudley Street, 9 Walden Street, and 9 Bradshaw Street. This commitment will support the working partnership we have formed with you to rehabilitate critical vacant buildings in city neighborhoods, while you provide needed youth training in the process. We look forward to timely construction starts for these important projects.

This commitment will act as a development subsidy to each project. More specifically, 449 Dudley Street (2 units) will receive a \$80,000 subsidy; 9 Bradshaw Street (3 units) will receive a \$120,000 subsidy; and 9 Walden Street (2 units) will receive a \$80,000 subsidy.

We are pleased with the progress you are making in moving these projects forward in preparation for rehabilitation. We will continue to work with you to see them through to successful completion.

Sincerely,

Mary Nee
Director

0831d

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ATTACHMENTS

1. Academic Site Class Schedule
2. Vocational Education Class Schedule
3. Math Curriculum
4. Voc-Ed Curriculum
5. Blueprint Reading Curriculum
6. Energy Conservation Curriculum
7. Soil Testing Curriculum
8. Architectural Drafting Curriculum
9. Mental Toughness Training Schedule
10. Life Management Plan
11. Individual Education Plan - Mathematics
12. Individual Education Plan - Construction
13. Youth Policy Committee Guidelines
14. Sample Student Department Head Descriptions
15. Personnel Policy
16. Code of Conduct

MON.	TUES.	WED.	THUR.	FRI.
8:00 - 8:15	MORNING MEETING			
MATH 8:15 - 10:25	MATH	MATH	MATH	COMMUNITY MEETING 8:15 - 9:15
ENGLISH 10:30 - 12:00	ENGLISH	ENGLISH	ENGLISH	COMMUNITY SERVICE
12:00 - 1:00	LUNCH			10:00 - 1:00
HISTORY 1:00 - 2:30	HISTORY 1:00 - 2:30	TRAINEEES EVALUATIONS & PLANNING 1:00 - 2:00	RESEARCH ON EDUCATION PROJECT 1:00 - 2:30	LUNCH 1:00 - 2:00
RAP GROUPS 2:30 - 4:00	GUEST SPEAKERS SEMINARS 2:30 - 4:00	CASE MANAGEMENT & DEPARTMENT MEETINGS 2:00 - 4:00	LIFE - SKILLS MANAGEMENT 2:30 - 4:00	cont. COMMUNITY SERVICE 2:00 - 4:00

SCHEDULE	MON.	TUES.	WED.	THUR.	FRI.
	8:00 - 8:30				MORNING MEETING
VOCATIONAL TRAINING					VOCATIONAL TRAINING
8:30 - 12:00					8:30 - 12:00
COMMUNITY SOCIAL ACTIVITY					MENS & WOMENS RAP GROUP
12:00 - 4:00					1:00 - 2:30
STAFF MEETING AS NEEDED					STUDENTS CLEAN UP FACILITY (MAJOR G.I.)
					2:30 - 4:00

CONSTRUCTION SCHEDULE

MON.	TUES.	WED.	THUR.	FRI.
8:00 - 8:30	MORNING MEETING			
Drafting Class 8:30 - 10:30	Blue Print Reading Drafting Class 8:30 - 10:30	Drafting Class 8:30 - 10:30	Blue Print Reading Drafting Class 8:30 - 10:30	COMMUNITY MEETING 8:15 - 9:15
Break 10:30 - 10:45	Break 10:30 - 10:45	Break 10:30 - 10:45	Break 10:30 - 10:45	COMMUNITY SERVICE 10:00 - 1:00
WORK	WORK	WORK	WORK	
12:00 - 12:45	LUNCH			
WORKSITE 12:45-4:00	WORKSITE 12:45-4:00	WORKSITE 12:45 - 2:00 CASE MANAGEMENT ----- DRAFTING SOIL CLASSES 2:00 - 4:00	WORKSITE 12:45-4:00	LUNCH 1:00 - 1:45 cont. COMMUNITY SERVICE 1:45 - 4:00

MON.	TUES.	WED.	THUR.	FRI.
8:00 - 8:30	MORNING MEETING			
VOCATIONAL TRAINING 8:30 - 12:00				VOCATIONAL TRAINING 8:30 - 12:00
COMMUNITY SOCIAL ACTIVITY 12:00 - 3:00				MENS & WOMENS RAP GROUP 1:00 - 2:30
STAFF MEETING AS NEEDED				STUDENTS CLEAN UP FACILITY (MAJOR G.I.) 2:30 - 4:00
		FRIDAY SCHEDULES ON PAY DAY		
		LAST FRIDAY ON PAY DAY		

YOUTHBUILD MATH CURRICULUM

VOLUME I

DRAFT SEPTEMBER 1992

YOUTHBUILD USA, INC. IS WORKING ON A FINAL DRAFT OF THIS DOCUMENT.

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JUN 4 1996

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